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Junior High School

Curriculum Guide

for

**SOCIAL STUDIES—
LANGUAGE**

(1958 Edition)

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PROVINCE OF ALBERTA

DEPARTMENT OF EDUCATION

September 1958

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ACKNOWLEDGMENT

The Department of Education acknowledges with appreciation the contributions of members of various sub-committees who prepared the Curriculum Guide for Social Studies-Language. Preparation of the guide was begun in May, 1949. The first edition containing the revised program for Grade VII was printed in September, 1951. The revision for Grade VIII was added in 1952 and that for Grade IX in 1953. The 1955 edition contained only minor changes. The current edition brings the secondary references up to date, presents some re-arrangement of content in Unit II of Grade VII, and suggests a distribution of time among the units of each grade in harmony with the practice of experienced teachers. The membership of the committees listed below is for the year 1957-58.

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PREFACE

THE NEW APPROACH TO SOCIAL STUDIES

In planning the Social Studies for the three junior high school grades, emphasis has been placed on the use of pupil participation techniques and on the specific objectives to be attained in each unit. Experience has taught us that the benefits of pupil participation are greatest where genuine interest is aroused. Hence, in Unit I of the Grade VII course, the study begins with the occupations with which the members of the class are most familiar. In this way natural resources and other geographical factors as well as resultant standards of living are related to the student's present experiences. He is able to realize that the nation includes other groups similar to his own. The economic life of his country acquires by this means a reality which is valuable to students in this age group.

A similar approach to Unit II, Grade VII, the content of which is concerned with the secondary industries, is made in a logical way by using Unit I as a background. The problem of how man increases the value of natural resources through the use of labor and the application of technical knowledge is one of immediate interest when it begins with the work a pupil's father does.

In Unit V, Grade VII, a lack of realism may result if democratic government in the community is studied at an adult level. To make this study more meaningful to the adolescent the organization and operation of a softball team is used to demonstrate the working of democracy at the level of the pupil in a real community situation.

In presenting Unit VI, Grade VII, it is most important to approach the problem from the present, stressing unifying forces and submerging those of a divisive nature. Thus, we approach the study of Canadians (ourselves) who have various historical backgrounds from the point of view of what each has contributed and continues to contribute to our way of life. Again we begin with the classroom and the community—with a folk dance, a song, a style of embroidery, a skirt, or a head square; a dish or a recipe; a skill, a technique, or a custom—those things which the pupils know from experience. Nor has the geographical study of the old course been discarded. It is, indeed, more meaningful because we study it to find out about the old world background of our community (ourselves).

Again, Unit II of the Grade VIII course, which deals with the problems and achievements of Commonwealth trade, is essentially a study of present day trading practices and relationships. The historical background is given only as an "afterview" in order that the child may seek in the past some of the reasons for present conditions.

It is true that Unit III of the Grade VII program is a historical study in which events are presented chronologically. However,

Units I and II of the same course have already provided opportunity for the investigation of the major divisions of the Commonwealth as they are today. Unit III then asks and helps the children to answer the question, "How did this Commonwealth come into being?"

The title of the Grade IX Social Studies program, "Canada in the Western World", indicates clearly that conditions and problems affecting Canada are recognized as the chief concern of the young people who are studying the course. Thus, in Unit II they examine the organization and regulation of labor in Canada and the United States before they refer to British history for its background.

In this course objectives for each unit are listed under three headings—(1) understandings, (2) skills, abilities, and habits; (3) attitudes. This does not mean that factual knowledge is not acquired, for **generalizations are based on facts**. It is well known that facts elude the memory if they are not being used constantly, but a generalization, which is the result of reasoning, is an enduring gain which may be used in further critical thinking. Thus, in Unit I, Grade VII course, the physical features of Canada's geography are deduced from the lives and occupations of the people, and the student draws the conclusion that physical features, natural resources, and climate affect the life of a people. In this way the problems approach and experience in critical thinking receive emphasis.

Skills, abilities, and attitudes are also acquired through the study of the factual content of the course. The ability to read and gather information would be meaningless without definite direction as to what information is to be sought. Objective 9, Unit III, Grade VIII course, reads: "The child should show that he has acquired an objective attitude towards historical events." Again, we see that the acquisition of this attitude grows out of the study of the content material. The loss of the American colonies, the rise of the Irish Free State, the partition of India—all provide excellent opportunities for the introduction of impartial inquiries into the operation of cause and effect in historical developments. In other words, skills, habits and attitudes are concomitant learnings.

"Education for democracy" has been a favorite expression for a number of years. Let us see how the threefold objectives further the work of "education in a democracy." We have acknowledged the right of the individual to equality of opportunity in the field of education and have gone some way towards realizing this by shifting the emphasis away from purely academic achievement. But many older students who have little academic bent are in our classrooms on sufferance because of the economic aspects of the problem of providing more suitable schools. We do not deny a person the right to read a book because he may not understand it completely. His desire to read the book indicates interest; his reading it will bring an advance in learning within his own capabilities. Now, in providing secondary education for the more or less non-academic

student this comparison provides the key—we make sure of his interest by knowing his interests, and in judging his progress we do not forget his limitations. Nor do we deny him the opportunity to acquire the concomitant learnings upon which his adjustment to life and his happiness depend.

For the average student the understandings, skills, abilities, habits, and attitudes acquired will determine his future happiness and success to a far greater extent than will the actual knowledge used in acquiring them. The attitude that a task must be finished, that work should be done in a neat and orderly way, that we must learn to work with others, and that we must be tolerant towards the thought and way of life of others—these are needed by people everywhere and at all times. These outcomes of education, not primarily academic, must become functional with every child if we are really providing “education in a democracy.”

LANGUAGE IN THE BLOCK

The general characteristics and advantages of the block are set forth in the *Junior High School Handbook*. Detailed suggestions for social studies-language integrations are given in Part II of this manual.

No lock-step system is intended. Language and social studies activities may still proceed separately, or the correlation may be no more radical than having the same teacher for both. No teacher, however, should be satisfied to continue with the isolated teaching of language until he has thoroughly acquainted himself with the range of possibilities in the integration.

Briefly, the argument for integration hinges on motivation. Language is a tool for the communication of ideas. The teaching of language, then, can hardly be more compelling than the ideas which it attempts to communicate. This does not mean that there is no need for specific language teaching: indeed, the need is just that. But it does mean that language must have some kind of vehicle. “You can’t write writing.”

What vehicle?

Traditionally, teachers of language have reached out hopefully or desperately, systematically or haphazardly, for vehicles—subjects or “topics” about which to write, and less frequently to speak. Sometimes the topic has been literary—a character sketch from or a synopsis of the student’s reading. Sometimes it has been the random choice of some out-of-school experience—a hobby, a trip, “How I earned my first dollar.” Characteristically, however, these have been the merest assignments—disconnected, stereotyped, often sheer excuses for error hunting. And too frequently the teacher, under heavy pressure of work, has abandoned even these assignments and fallen back on the less arduous job of teaching grammar—classification and terminology.

If research in language learning points up any secure finding, it is this: we learn to speak, listen, read and write effectively by speaking, listening, reading and writing—that is, by engaging in purposeful language communication. A study of the psychological and grammatical principles of language, certainly, plays a part in these experiences. But the basic problem is still the vehicle.

Clearly, economy is served if the vehicle can be found in the school program. Again, what vehicle?

Mathematics has its own set of symbols, primarily non-verbal. Science is concerned with investigation and conclusion, rather than with discussion. Health and physical education deal in facts and bodily activities, respectively, rather than in ideas.

A case can still be made for literature—especially if, emancipated from artiness and tradition, it is selected within the area of children's interests and mental powers. As the major vehicle for language teaching, however, it fails to provide experiences of sufficient range and immediacy.

There remains the broad field of the social studies. Here students deal primarily in ideas. Here, for a substantial portion of each day, they are engaged in reading, research, discussion, and most of the activities and techniques basic to good communication. Here, in fact, is a laboratory for the study and practice of the communication skills. Experiences in reading, writing, speaking and listening arise from purposes which are systematic and compelling. The teacher's opportunity lies in guiding these experiences, and in using them as bases for specific language teaching.

"Every teacher a teacher of English" has been a familiar slogan for many years. It is still a good slogan. Teachers of every subject can make peculiar contributions to language learning. It is a matter of common experience, however, that **some one teacher** must carry special responsibilities and enjoy special opportunities. Such responsibilities and opportunities, as set forth in Part II, are logically those of the **social studies-language teacher**.

PART I

SOCIAL STUDIES

CHAPTER I

THE JUNIOR HIGH SCHOOL COURSE AND THE TOTAL PROGRAM

“The general objective of social education is to develop citizens who (1) understand our changing society; (2) possess a sound frame-work of values and ideals which indicate what ought to be, set goals for the individual and give direction to his actions; and (3) have the necessary competence—skills and abilities—to participate in group living in such ways as to make changes in the direction of the desired values and ideals.”*

In Part III of this booklet the suggested specific objectives are side by side with the grid for each unit. Before teaching a unit of work the teacher has always ensured that he is thoroughly acquainted with its content. It is equally important that the teacher should know well the objectives to be achieved. It becomes doubly important as he realizes more and more clearly that learning is a dynamic process affecting the whole personality.

A word of warning may be timely here. In those objectives that deal with understandings, it might appear logical to put the generalizations before the pupils to assure their grasp of these. But this would defeat the very purpose of the new approach. The generalizations are to be deduced from the content and thus give a rich and meaningful experience in critical thinking. Children in the junior high school need much help in the form of thought-provoking questions in order to be able to draw reasonable conclusions, but as they advance from one unit of work to the next, their ability to do so should be increased.

Continuity and logical order are important if one is to achieve the desired objectives and, at the same time, avoid a mere dull repetition of subject matter. The scope and sequence pattern is designed to do this by providing different fields of experience for the work of each succeeding school year. The objectives are repeated against this changing background so that the retention of generalizations, skills, abilities, and attitudes is assured.

The scope and sequence pattern appears first in the Enterprise for the elementary school. It continues as the framework of the Social Studies program throughout the junior and senior high school grades. Thus, within the area of problems arising from universal human needs, themes are selected and arranged in the order of child interest and comprehension. The scope and sequence pattern for Social Studies in each of the twelve grades illustrates this statement.

In order to fulfil the purpose of the scope and sequence pattern it will be readily understood that all units of a year's work must

*Quillen and Hanna, *Education for Social Competence*, Scott, Foresman and Company, p. 55.

be studied. The suggested times for the various units of the junior high school program outlined here may be exceeded slightly. However, where time seems short, rather than to omit a unit it would be better to sacrifice some detail and retain the pattern.

An examination of the scope and sequence chart will show that the content of the Grade VII course is concerned, as in the previous program, with Canada and Canadians. This material lends itself admirably to the pursuit of the immediate interests of the pupil—himself and his environment. In the elementary school grades the study of broad aspects of the Canadian story has paved the way for this more specific approach. The child is now ready to inquire into Canada's unique position—a country of large resources, small population, dual heritage—and to examine the problems arising out of these conditions. The study will, in turn, lay the foundation for a consideration later on of the modern problems of other countries and Canada's place among the nations of the world. (See Scope and Sequence Chart.) In Grade VIII the pupil is still interested in himself and his environment, but the latter has expanded to include more distant scenes and peoples. His broadening interests are met through the intensive study of the Commonwealth of which he is a part. In Grade IX, the Social Studies course includes other regions, particularly the Western World, in which Canada plays an increasingly important role. The studies to be carried on in the third year of junior high school are designed to help the pupil to appreciate Canada's place in the world and her relationships with neighbors within the Western World. This study should further stimulate the pupil's interest so that he will be constantly alert to the significance of geographical factors and social events and relationships.

CURRENT EVENTS

No specific reference is made in the grid outlines to current affairs. However, it is intended that pertinent current events will form an integral part of social studies. This can be achieved in a natural way in each unit of the three grades since our point of departure is the present and what happens today will be history tomorrow. Again, direction is needed if good use is to be made of current affairs or news. In Grade VII it seems advisable to introduce news which is closely related to the unit of study. When Unit I is studied in September, crop reports are found in the newspaper. The study of Unit II will be enlivened by news concerning old and new industries. In fact, news pertinent to each unit will be available.

Similarly, in Grade VIII the emphasis will be placed on news related to the unit being studied. The nature of the course, Canada and its relations within the Commonwealth, will provide a desirable progression towards the interest in world events which the scope of the Grade IX program demands. It may be advisable in Grade IX to place more emphasis on the study of current affairs. This would carry the student beyond the study of current events pertinent only to the unit. For example it should be noted that there is no

SEQUENCE BY GRADES

	Grade VII	Grade VIII	Grade IX	Grade X	Grade XI	Grade XII
	Development of Canadian Culture	Canada and the Commonwealth	Canada in the Western World	Ancient Origins of Canadian Civilization	Modern Background of Canadian Civilization	Problems of Canadian Citizenship
SCOPE: 1. Production and distribution of goods; Transportation and communication.	1. How living in Canada has been influenced by the physical environment. 2. How opportunities for work have attracted many settlers.	1. The geography of the Commonwealth. 2. The problems and achievements of Commonwealth trade.	1. How environment affects living. <i>cp 1+2</i> 2. How industrial expansion has led to labor and business organization. <i>cp 15-17</i>	1. How geography influenced early civilizations. 2. Influence of trade on early civilizations.	1. Expansion of habitable and productive areas since the beginning of the modern age. 2. The effect of science on our economic life.	1. Political and economic geography of Canada. 2. Problems of Canada's international trade.
2. Institutions and social organizations.	3. How our early pioneers established a Canadian nation and culture. 4. How our community and/or region was settled. 5. How Canadian communities direct their affairs democratically.	3. How the Commonwealth came into being. 4. How Canadian institutions have been modeled on British institutions. 5. How Britain developed a democratic government.	3. How American cultures were developed through European settlement. <i>cp 3-10, 12-14</i> 4. How industry is affecting home and community living. <i>cp 19-23</i> 5. How we carry on democratic government in Canada. <i>cp 11</i>	3. Movement of peoples in the ancient and medieval world. 4. Development of democratic government. 5. How the family influenced early civilization.	3. Rise of nationalism; expansion of European empires. 4. Development of our democratic institutions in Britain and the United States. 5. Social enlightenment and reform.	3. World history since 1900 with emphasis on Canada. 4. How Canada is governed: legislative, executive, judiciary. 5. Canadian social legislation and what it means to Canadians.
3. Ideals and individual development; cultural development.	6. How Canadian culture has been enriched from many sources.	6. How British cultural influences on Canada have been modified by those of America.	6. How our homes and communities provide for man's cultural needs. <i>cp. 15, 24-26</i>	6. The Christian Church and its contribution to our civilization.	6. Background cultural and religious developments.	6. Manifestations of Canadian culture.

reference to the United Nations in the grid outlines of the Grade IX course. Since the activities of this organization are persistently in the news, the class would want to know more about its history and structure. The teacher might devote several lessons to explain the United Nations **in terms that the class can understand.** Thus, one or two lessons about the United Nations would be followed by a searching of the news on the part of pupils and the gathering and discussion of items relating to its activities. In the same way formal lessons would prepare the way for a sustained interest in world trade conferences. In regard to the use of press clippings, the teacher may set the pace by occasionally posting an item on the bulletin board, or there may be a news committee of which the teacher is a member. The whole class will soon be on the alert to find news which has a bearing on the work in hand, and the personnel of the committee may be changed frequently. This method does not preclude a weekly discussion period to deal with outstanding events concerning ourselves, our neighbors, or the world. It merely ensures that during the years following junior high school the pupil's interest in current affairs will gradually move in broader and deeper channels and that diffusion of interest will be accompanied by discrimination.

In current events discussions it will be well to keep three general objectives in mind. Important current events should be discussed with historical background even if the topics of this course do not include the needed historical approach. Significant events which affect the lives of large groups of people, rather than trivial incidents, should form the basis of the discussions. Finally, a study of maps should be part of this work—to find the places named in the news, and to provide a more intelligent basis for their consideration:

References— *World Affairs*
Junior Scholastic

CHAPTER II

TECHNIQUES

Of all subjects in the junior high school, social studies seems to present the greatest difficulty to teachers in the matter of techniques. For the guidance of the young teacher and the experienced teacher who still expresses concern with his techniques in social studies, the following suggestions may be of value. It must be emphasized that these techniques are suggestive and in no sense authoritative and exhaustive. They have been tested in classroom situations and are in line with the underlying philosophy of the course. Nevertheless, the versatile teacher will develop techniques adapted to the class or to his own viewpoints which may be substantially different from those outlined. **Any technique needs to be reviewed and evaluated frequently** in terms of the objectives of the course. Teachers are urged to study objectives carefully as the best means towards professional growth in the field of social studies.

ORGANIZING A UNIT—THE OVERVIEW

At the beginning of each problem the teacher and class should spend from three to six periods on an overview of the complete unit (the words "problem" and "unit" or "unit of work" are used interchangeably). During these periods the teacher's objectives should be:

- (1) to make an inventory of knowledge that the class already possesses about the unit,
- (2) to relate the problem to the main theme and to current affairs,
- (3) to develop a bird's-eye view of the complete scope of the problem, and
- (4) to plan a method of attack.

The usual procedure is that of teacher-directed discussion lessons. At the end of the overview one might reasonably expect a child to know the broad outlines of the problem, its significance in our world of today, and the proposed method of development.

The type of overview is, of course, dependent on the size of the class and the nature of the classroom. With reasonably large classes in graded rooms the overview might be developed in full detail on the blackboard. Through discussion and teaching, the scope of the unit as set out in the Scope and Sequence Chart could be outlined and form a page or two of the student's notebook. In the smaller classes of the rural school the overview, though no less important, may be less extensive.

Since a unit of work is never wholly new, a variation from the traditional types of introduction may be achieved through the use of a comprehensive quiz. The questions should be designed so that short answers will suffice and interest in the study of the unit will

be aroused. In other words, the child will experience satisfaction from the opportunity to use knowledge which he already possesses and his curiosity will be stimulated with regard to information which he lacks.

TOPICS FOR PUPIL INVESTIGATION

Possible topics or problems for pupil investigation will probably arise from the overview. The teacher may invite the class to suggest topics and will suggest topics himself, all of which should be listed for choice when committees have been organized. A few guiding principles will assist the teacher in getting the right type of investigative problems. The Suggested Activities which form part of the grid for each unit in Part III will also be of assistance here. Topics should be clear cut and definite in scope; they should not involve too extensive a survey. Further, their choice should be dictated by available source material. There is little point in assigning a topic about which the only written information available is in the pupils' textbooks.

COMMITTEE WORK—ORGANIZATION AND EXTENT

The next step in the development of a problem is the organization of pupil committees. The formality of this procedure depends on the size of the class. With a group of three or four, the whole class may constitute a committee; in larger groups such matters as leadership, personnel, size, must be considered. (Experience would indicate that the best committee size is from three to five pupils.) Each committee should have a chairman and a secretary. These committee officials may be teacher-appointed or pupil-elected; grouping of children in committees should be handled similarly. It seems advisable to change leadership with each problem and to regroup committees occasionally. In large classes committee personnel will rarely continue the same. A certain freedom in choice of topic or investigative program is recommended for each committee.

Generally speaking a small class with one or two committees (six to eight pupils) should not attempt more than one or two topics for committee investigation throughout the entire scope of the problem. Frequently teachers of small groups attempt to do as many committee topics as would be done with larger classes. This means too much research with its resulting ineffective reporting and confusion of thought.

With larger classes there is a corresponding increase in the total number of pupil reports. A class of twenty pupils with six committees might report on six topics throughout the scope of the problem. Very rarely, as far as Grade VII and VIII courses are concerned, should any committee be asked to report more than once in the unit. Those topics not covered by pupil investigation and reporting, become, as has been suggested, the direct responsibility of the teacher.

PREPARATION OF REPORTS

Following the organization of committees and the choice of reports comes the period of planning, reading, and co-ordination of material. The division of a topic into its component parts may well be discussed by the class as a whole at first. Through such discussion during the course of the Grade VII program the pupils will see that there is a basic pattern for a report of a certain type. Following the preparatory discussion all the members in the committee will engage in the work of finding information. This will insure that each member of the committee will have a background of general knowledge about his topic. Then one or two committee meetings will suffice for the allocation of responsibility. The teacher should sit in with each committee at this stage, offering any necessary suggestions. That the teacher is a member of each committee cannot be too frequently emphasized. Guidance in accordance with the abilities of the group must be given. The teacher must accept responsibility with the rest of the committee for the success or failure of the work undertaken.

After the planning meetings, the pupils commence research for information relevant to the topic or problem of the committee. In graded classrooms a few of the regular social studies periods may be devoted to this research phase. However, if the supply of source material does not warrant this arrangement, one or two committees may carry on research while the rest of the class devotes its time to the preparation of maps or other preliminary work pertinent to the problem. In small classes research reading should be done in the work periods so liberally available in rural schools. The success of these periods is directly dependent on two factors: supply of source material, and organization to facilitate the search for information. The better the library the more abundant are the opportunities for research. Even with an adequate library, however, the teacher must be prepared to assist pupils in their survey reading. This presupposes a knowledge of the books on his part, as well as the ability to give definite directions for securing information. In larger classes, teachers find a card index system with reference lists of material on various topics of great value. **Good library practice is essential.**

A child should be encouraged to read as widely on his particular phase of the research problem as possible. Too frequently children take from the first book they read information which, in their opinion, is adequate as an answer to the problem. Part of the value in this work is that of checking one source of information against another, the objective being to develop a habit of reading the printed word with critical appraisal. Such questions as these are pertinent: What is the source of this information? What does this author say of this? How does this fact or opinion check with the one expressed here? Children should be encouraged to evaluate what they read in terms of its validity and bias. It is not suggested that judgments will be of a particularly high quality; all that one expects is the establishment of a certain discriminating quality in reading. With the quantities of printed information in the world today, much of

it intended to plead special causes, it would seem that **forming habits for the critical appraisal of written material is essential training for effective citizenship.**

Certain skills are basic to success in research. Teachers of social studies who find their classes unable to find information, or to read it intelligently when discovered, should consider it their duty to give the requisite training for improvement. The ability to use indexes, for instance, is indispensable. Further, the research involved in social studies requires specific types of reading skills. Pupils should be able to scan a page quickly for pertinent information; they should be capable of determining the central thought and the general meaning of a paragraph and occasionally be prepared to read for detailed information. Many classes require intensive courses in remedial reading to assure success in their social studies. This does not imply that the research technique is at fault; rather a teaching problem is presented which must be solved before such a technique can be wholly effective.

Allied with the requisite skill of reading is that of expression. Too frequently children copy material verbatim from source books with no attempt at selection. Special training is required in summarizing material and in co-ordinating information from various sources into a piece of effective expression.

Following these periods of research reading, the committees must meet again to draw together the information they have gathered, to prepare in final form some type of committee report, to check on illustrative material and to determine the method of delivery. Small classes may do this quite informally during the period of research; larger classes will require special opportunities for these committee meetings. Here again the teacher must lend his assistance in the co-ordination of material. The success of a report is frequently determined by what is omitted rather than what is included. Children are inclined to embody all types of information whether pertinent or not, and frequently the contributions of various members may overlap. Judgment is required in eliminating material. Such decisions should be arrived at through committee discussion.

Experience would indicate the following suggestions to be significant in building good reports. No report should take longer than ten minutes to deliver; terse and pointed reports are generally more effective for teaching purposes. The booklet is a useful device as a final form for the committee's efforts. These booklets may include an attractive cover, a title page with the membership of the committee indicated, the body of the report either typewritten or in long-hand, pictures relevant to the topic, and a bibliography of the books consulted. The booklet has the advantage of serving both as a culmination of the group's activity and as a source of material for the other members of the class. The best of these may become part of a pamphlet library in the classroom, or they may be used as models for succeeding classes. **Illustrative materials such as charts, pictures, diagrams, etc., enhance the value of a report, making it more pointed and vivid.**

The actual experience of delivering the report is very important from the point of view of the individual pupil. Planning, through discussion, of desirable ways of making the delivery of the report easy and effective is essential. To strike a happy balance between reporting which sounds like a piece of memorization and that which is merely an exercise in oral reading is the aim which should be kept in view. Here again an important factor will be the use of forms of expression which the pupil clearly understands.

DELIVERY OF REPORTS

After the committees have spent from five to eight days in the preparation of their surveys, the period of reporting commences. Generally speaking, a full period should be devoted to the report of one committee. Here again the teacher must be prepared to supplement material and to direct discussion at the end of each presentation.

The delivery of a report presupposes an audience, a factor presenting a real problem for small classes. There is no reason, however, why Division II, in the rural school, may not be invited to serve as an audience when the membership in Junior High School is limited to three or four pupils. Children should have the experience of delivering reports if at all feasible. The successful report is not read. The pupil should be able to give an oral report with the aid of a few notes. In fact **all the rules implicit in good oral expression are applicable**. This type of training to a considerable extent has taken the place of what was hitherto known as oral composition.

The presentation of the entire project usually produces the best results. One effective method of group delivery is to seat the committee around a table at the front of the room with the chairman in charge. Illustrative material should be placed on a bulletin board accessible to the reporting group. The chairman then calls on each committee member in turn for his contribution to the panel. The summary or outline of the report may have been placed on the blackboard previously. At the end of the report there should be an opportunity for questioning from the class with the chairman still in charge. Committees should be encouraged to prepare little tests on the material delivered. The class is expected to give its full attention during the delivery, to make brief notes and to participate in discussion following it. The audience must be held responsible for some knowledge of the information embodied in the report. Further, the class may be asked to evaluate the effectiveness of the report with respect to its preparation and presentation. The committee or the teacher may well give outlines but **never dictate notes**. Each member of the class should be expected to write a brief summary of the main points in his loose-leaf notebook. A very effective method of improving oral presentations such as reports, oral panels, open forums, and class discussions is the previous selection of a committee whose particular responsibility it will be to note all errors and report on them **at the conclusion**. The role of the teacher in **clarifying and summarizing information** is again stressed.

NOTES AND NOTEBOOKS

Pupils must be **taught** how to make notes. The notebook should be the pupil's own record of his year's work. The notebook should contain carefully written and corrected essays, summaries of reading and reports, news, definitions, vocabularies, cartoons, maps, précis of forums, debates, and panel discussions.

Although some over-conscientious pupils spend too much time making beautiful notebooks, a good notebook is very valuable for review purposes.

INDIVIDUAL DIFFERENCES

Teachers frequently complain that all members of a committee do not contribute equally in effort and that often the report is the work of one student only. It should be recognized that in every committee pupils will vary in ability and industry. Group activity should meet individual differences to the extent that each member contributes according to his capacity. A child, for instance, with a flair for art might elect to organize the illustrative material; another might make the booklet and do the typing. The teacher must bear in mind, however, that all children ought to be encouraged to do some survey reading. To repeat, the teacher as a member of each committee must be prepared to see that every child participates in the work of his committee to the fullest degree of his ability. For students possessing exceptional ability, more extensive and intensive investigation and more creative thinking and doing should be encouraged. These are the potential leaders of society.

FUNCTION OF THE TEACHER

Reference has been made throughout the above paragraphs to the part played by the teacher in the development of the problem. As suggested, he must introduce the problem through the overview, and participate actively in the planning and execution of each committee project. At the end of the delivered report the teacher should be prepared to direct discussion on the topic dealt with and to add any additional information that seems pertinent. He may even find it necessary if the report has not been particularly effective to re-teach the topic completely.

Regardless of the size of the class, the teacher will need to do a substantial amount of formal teaching of the problem. The details of the problem not dealt with by pupil investigation must be taught, and this teaching goes on while the research is in progress. There is need, as well, for frequent reviews of accumulated information and for frequent discussions of the relationship of this information to the main problem.

Practice or purposeful drill directed by the teacher is necessary to ensure a better grasp and firmer retention of information, and to assist children to form good study habits. Although learning should be interesting in that children should work happily and enthusiastically, it cannot necessarily be easy; therefore practice or drill must have a prominent place in the program.

Pupils should keep graphs of their own progress as measured by their accomplishments in all phases of their social studies work. The study units in *Reading for Meaning*, weekly spelling practice, map work, and compositions in paragraph form may each be marked so as to provide a graphical chart of progress. The pupils should take an increasing responsibility for their own progress.

How much pupil activity there should be in dealing with a problem occasions concern for many teachers. Classroom practice ranges from none to a complete development by pupil reporting. Either extreme seems undesirable. The proportion of teacher to pupil activity should be determined by such factors as the size of the class, the nature of the problem, and the ability of the class in the basic skills in reading and expression.

It is very difficult to set down exact percentages of the social studies time used for each type of procedure—formal teaching, socialized procedures, testing, etc. Successful teachers probably approximate the following:

Formal teaching	50%
When it is desirable to motivate a new unit.	
When material is unobtainable.	
When material is too difficult for the child's reading level.	
When teaching a needed skill.	
When reviewing or drilling.	
When summing up material.	
When the teacher has the personal background to add information that is not easily obtainable.	
When it is desirable to save time in order to cover a selected body of material.	
Socialized procedures, including—	
investigation	
reporting	
class discussions	
panel discussions	
open forums	
debates	
field trips	40%
Testing	10%

DEVELOPMENT OF CRITICAL THINKING—

THE OPEN FORUM AND CLASS DISCUSSIONS

It is not expected that pupils in Grades VII, VIII, and IX will develop any ultimate facility, accuracy, and adequacy in thinking. But despite their immaturity, their lack of comprehensive knowledge, and the complexity of social problems, pupils can be trained to recognize a problem, search for facts, form conclusions, and test

their judgments. This is more difficult than in science because of the time factor, the impossibility of isolating the problem, the difficulty of securing accurate information, and all the factors of prejudice and misinterpretation. Nevertheless, pupils should develop the habit and the techniques of thinking. As their capacity for thinking increases so the quality of their thinking will improve.

The significance of the problems approach to social studies is seen when one considers training for the development of reflective thinking. The problem is presented, facts are sought, and conclusions are tested by various types of group discussion. Facts are undoubtedly of importance; without them no reliable thinking could take place. But the interpretation of facts is even more important and must be emphasized in the educative process. Hence the stress today on problems to be solved and fact gathering in terms of their solution. The emphasis falls on the "why" equally with the "what".

The importance of group discussion techniques is apparent when the testing of thought is considered. Probably the most useful of these techniques is the discussion lesson directed by the teacher. Hence the teacher who strives to be effective must develop a facility for questioning that will promote good group thinking. Skilful questioning is not often spontaneous. It is the result of careful planning, having in mind both the group and the objectives of the discussion. The teacher prepares such a lesson as carefully as one involving the formal presentation of factual material. With small groups this discussion period may be informal and not always confined to social studies periods. With large classes such periods form an integral part of the development of each problem.

The open forum and the panel discussion are recommended group techniques. With the open forum the class as a whole participates under the chairmanship of a student. The panel discussion is usually confined to a group of three to six who develop the discussion before it is thrown open to the entire class. Suitable topics for forum discussions are suggested in the grid. The best type of topic is one that develops from the problem and about which considerable information has been accumulated. Pupils' attention should be drawn to the many types of forums heard over the air, most of which are good examples of group thinking. Every effort should be made to have all sides of every question considered without prejudice and without taking sides.

It should be repeated that one does not expect from a class in junior high school social studies brilliant thinking about social problems. We are primarily interested in developing a technique of thinking and in establishing habits productive of clear thought. The assumption is that the best way to learn to think well is by frequent and well directed exercise of the problem-solving process.

The teacher should note that the advantages of the socialized procedures include:

1. training in leadership,
2. development of a spirit of co-operation,

3. encouragement of clear thinking,
4. provision for self-expression.

These advantages, unless the procedures are skilfully applied and are carefully controlled by the teacher, may be outweighed by the following disadvantages:

1. superficiality—lack of mastery of factual material,
2. desultory discussion,
3. futile off-the-subject discussion,
4. domination by a few assertive pupils.

CHAPTER III

EVALUATION

Once a school has determined its objectives and has decided upon the means through which those objectives may be achieved, it must set up ways of ascertaining progress towards the chosen goals. The process of gathering and interpreting evidence of the changes in behavior of students as they progress through school is called evaluation. Here are some points to help clarify the concept of evaluation:

1. **Evaluation must be in terms of objectives.** If the objective is the mere acquisition of information, then it would be reasonable to construct pencil and paper tests that would constitute the whole measurement program. In the Junior High School social studies program the suggested specific objectives are much more comprehensive and therefore require varied techniques. These techniques are suggested by wording the goals in terms of pupil behavior. For example, in Unit I, Grade VII, Specific Objective 9 ("The child should show that he has acquired an attitude of intelligent loyalty towards Canada") the teacher might make anecdotal records of instances in which the pupil showed, orally or in writing, his attitude towards Canada.
2. **Evaluation includes all the means of collecting evidence on pupil behavior.** Examples of these are given below:
 - (a) Pencil and paper tests of facts leading to generalizations evolved from the facts studied, of new facts which may be deduced from the generalizations attained. These tests might include both objective and essay type examinations.
 - (b) Oral tests which evaluate not only knowledge and understanding, but skill in oral presentation.
 - (c) Anecdotal records of pupil behavior in the classroom and on the playground. The teacher writes down evidence of pupil behavior which may be indicative of his attitudes. These notes are assembled under the pupil's name. On re-reading all these notes, the teacher acquires a more objective view of the pupil's total behavior pattern.
 - (d) Time sampling. This is a technique whereby the teacher watches a student for a pre-determined period of time and records his behavior. It is of most value when the situation is not teacher-dominated, and when the pupil does not know that he is being observed.
 - (e) Autobiographies, diaries, essays, letters, poems. These give

evidence not only of a pupil's skill in expression, but also of his attitudes, appreciations, originality, and creativeness.

3. **Evaluation is more concerned with the growth which the pupil has made than with comparing one pupil with the others in his class or the class with national norms.** Competition for "class standings" can only result in discouragement and frustration for the slow pupil, whereas the one that "stands first" may develop smugness, snobbishness, or indolence. Extrinsic motivation can be dangerous. On the other hand, with proper intrinsic motivation, each pupil should be working very close to his capacity.
4. **Evaluation is a continuous process.** It should go on throughout each unit of work. No longer can the teacher afford to leave evaluation procedures until "the end of the month," or the "June examinations." Evaluation is an integral part of the teaching-learning process. Each new item of information about a pupil should result in a diagnosis of his difficulty and should suggest procedures for resolving his problem.
5. **Evaluation is descriptive as well as quantitative.** Some aspects of pupil growth cannot be expressed in quantitative terms, but are nevertheless important. The teacher must be constantly alert to question the value or meaning of a quantitative score.
6. **Evaluation is a co-operative process involving teachers, parents, and pupils.** Reports to parents should be frequent, comprehensive, and honest. They should be followed by teacher-parent-pupil conferences, as often as time will allow. In departmentalized schools there should be staff conferences of all those teachers dealing with the pupil as need arises. Pupils should be encouraged to develop objective techniques of self-evaluation. An exercise which is to be submitted to the teacher should first be compared with a previous similar piece of work. In the case of a map, the pupil will compare neatness and accuracy of detail. In the writing of a paragraph he will try to assess the strength of opening and concluding sentences and to determine whether or not he has achieved a desirable variety of sentence structure. The comments of the teacher on previous exercises will serve as a guide to the pupil in such self-evaluation.
7. **A good evaluation program should lead to:**
 - (a) Adaptation of the social studies program to the needs of the class and of the individuals in the class.
 - (b) Closer relationship between home and school.
 - (c) Greater emphasis on the attainment of specific objectives.

- (d) Better understanding of the objectives of the social studies on the part of the public.

REFERENCES FOR THE TEACHER

1. Quillen and Hanna, *Education for Social Competence*, (Chicago), Scott Foresman, 1948, 572 pp.
2. Johnson, *Theory and Practice of the Social Studies*, Macmillan, 1956, 476 pp.
3. Bining and Bining, *Teaching the Social Studies in Secondary Schools*, 1952 edition, McGraw-Hill, 350 pp.
4. Wrightstone, Justman and Robbins, *Evaluation in Modern Education*, American Book Co., 1956, 481 pp.

PART II

LANGUAGE

CHAPTER IV

THE LANGUAGE PROGRAM

TEXTBOOKS:

GRADE VII

- (1) *Words and Ideas*, Book 1.
- (2) One of:
Pupil's Own Vocabulary Speller 3
or
My Spelling VII
or
Canadian Speller, Grade VII, Quance.

GRADE VIII

- (1) *Words and Ideas*, Book 2.
- (2) One of:
Pupil's Own Vocabulary Speller 3
or
My Spelling VIII
or
Canadian Speller, Grade VIII, Quance.

GRADE IX

- (1) *Words and Ideas*, Book 3.

A FLEXIBLE PROGRAM

As already indicated (page 6) neither the block program nor correlation within it is mandatory. Within the limits of the administrative arrangements of their schools, teachers are at liberty to teach language and the social studies separately. For those who wish to do so, the materials of the authorized texts constitute the language program. (See Chapter V of this manual.)

It is expected, however, that all teachers will give careful reading and much thought to the suggestions and proposals of Chapter VI. It is also hoped that all will be encouraged to attempt at least some degree of correlation. Indeed, it is probably true that the best teachers have always done this by exploiting interests in various subject-matter fields. Teachers who are willing to experiment will find their opportunities within the block, using communications in the social studies as language laboratory materials and as strategic points of departure for specific language teaching.

The sequence and integration set forth in Chapter VII has been devised as concrete guidance. But it too is suggestive rather than prescriptive. Teachers may, if they wish, follow it in detail; or they may develop their own plan or sequence more in terms of the emerging or specific needs of their students.

The introduction of the social studies-language block into the program demands certain timetable changes. An appropriate time allotment for this block is considered to be 12 periods per week, but with less departmentalization and a less rigid timetable it may range from 10 to 14 periods, according to the immediate needs of the class.

OBJECTIVE

One of the unfortunate facts about language teaching has been the preoccupation of teachers and textbooks with formal correctness—usually in association with classificatory grammar—rather than with what must certainly be regarded as the essence of good language, the clear communication of ideas.

Correctness is, of course, important, although the social requirement is perhaps better indicated by the term **acceptability**. Grammar too can play a part in the improvement of expression. But when ideas of grammar and usage become based in sheer classification and so-called “rules” which do not in fact govern actual practices in speaking and writing, the language program becomes unproductive, even sterile.

The basic objective of the present program, then, may be simply stated: to enable students to speak and write clearly and acceptably, and to read and listen with purpose, accuracy, and discrimination.

More specific objectives will be found from point to point in the language texts themselves, and in Chapter V of this manual.

THE TEACHER'S ROLE

Research tends strongly to support the view that the best way to attain an objective is to drive straight for it. Since the language objective is primarily one of facility, this means that students should spend most of their time—under guidance—in actual speaking, writing, reading and listening experiences. It means further that the main functions of the teacher are those of guide and critic. In these roles the teacher works with individual students (through incidental suggestion and correction, informal conference, written comments on paper work), and with groups or the entire class (through discussion or more formal teaching) when the point applies generally. In the block program the latter procedure will in very many instances follow from social studies activities, opportunistically, in short, sharp language lessons. It may of course precede, as when the teacher wishes to anticipate difficulties, or when text materials are used directly to initiate or stimulate discussion and other language activities.

In addition to his roles as guide and critic, the teacher must serve as a model. He should himself exemplify those patterns of clear and effective speech upon which students can profitably build their own language habits.

It must not, however, be forgotten that facility in language results in part from understandings about language. There is a place for words about words. A further responsibility of the teacher is therefore that of developing important generalizations about language—as for instance those relating to its social uses and effects, the investigation of grammatical principles, and the description of usage patterns.

USE OF THE TEXT

The basic text, *Words and Ideas*, follows a sequence carefully designed to foster progressive language insights and understandings, and to develop specific skills. (Its method, steadily inductive, is from illustration through generalization to application.) But it has also handbook qualities. Each section is individually meaningful; indeed, most chapters can be approached and studied without the prior reading of earlier chapters. The book can therefore be used in either of two main ways: (1) as a reference—for the organization of ideas about language, or for the guidance of language activities already under way, and (2) as the basic program—with its own starting points and applications.

Obviously most teachers will, from time to time, find it desirable to use the text in both ways.

A substantial number of items for study and discussion are given at the ends of the chapters. These include practice exercises, together with individual or class projects in which students are asked to think and talk about what they have learned and to apply it to their communication activities both in and out of school. The text is not, however, intended to serve the purpose of a workbook. In the social studies-language block, practice in speaking and writing will come primarily from communication in the social studies. Teachers concerned with a separate language program will probably find insufficient work or practice proposals in the text itself, and will therefore need to seek additional projects for speaking and writing in the general in-school and out-of-school interests of their students.

Chapter VIII of this manual offers extensive suggestions for supplementary activities (Book 1) in form similar to that of **further study and discussion** items in the text. Some of these involve social studies materials; others are general. The latter should prove especially useful to those teachers who wish to work beyond the integration itself.

CONCERNING THE CYCLING OF LANGUAGE IN GRADES VII AND VIII

During the transitional period from the former English courses and text to the integrated Social Studies-Language program and the

present texts, it was considered inadvisable to change the previous policy of not cycling Language in Grades VII and VIII. However, the integration of language with social studies now appears to be generally accepted as sound procedure. Wherever it is used this method of teaching language removes some of the problems connected with cycling. The language activities arise out of the social studies procedures and depend greatly upon the competencies and inadequacies of the individual students; further, in most classes the range of language abilities extends over several grades. For these reasons the teacher having classes containing pupils from both Grades VII and VIII should try to use the language texts in accordance with the suggestions on page 31 and pages 44 and 45 of the Curriculum Guide.

When the class is on the Grade VII cycle, probably Parts 1, 2 and 5 of Book 1 should be used; when on the Grade VIII cycle, the class should take Parts 1 and 4 of Book 2. The content of Parts 3 and 4 of Book 1 and Parts 2 and 3 of Book 2 should be looked upon as a whole and the teacher should arrange the treatment of the content to meet the particular needs of his own class. When the class is on the Grade VII cycle, Parts 3 and 4 of Book 1 generally will meet the needs of first-year junior high school students, but second-year students should be encouraged to achieve higher standards in their oral and written work and should be expected to acquire a better understanding of the structure of the sentence and the functions of its parts. They should frequently be referred to Parts 2 and 3 of Book 2, which they studied the previous year.

When the class is on the Grade VIII cycle, Parts 2 and 3 of Book 2 will probably require more direct teaching, and the teacher will from time to time need to teach the content that is prerequisite to an understanding of certain content in Book 2; this foundational content is contained in certain sections of Parts 3 and 4 of Book 1.

It is probably desirable to have both Books 1 and 2 available in the classroom every year. When on the Grade VII cycle each student should have a copy of Book 1 and a number of copies of Book 2 should be available for reference; the opposite situation should obtain when the students are on the Grade VIII cycle.

For convenient reference, the above comments are summarized in tabular form below:

Grade VII cycle	Grade VIII cycle
Parts 1, 2 and 5 of Book 1	Parts 1 and 4 of Book 2
Parts 3 and 4, Book 1 Parts 2 and 3, Book 2 Content selected from above to meet needs of cycle.	

INDIVIDUAL DIFFERENCES

The basic language program for each year of the Junior High School is that of the text, *Words and Ideas*.

Individual differences among students, however, are such that no set program can be precisely followed with advantage to all. For example, the usage standards of *Words and Ideas* will present no undue challenge to students who come from homes where acceptable language is used; with others the teacher may have to limit his aim to the elimination of gross errors. Verbally minded students will easily master the grammatical principles offered by the text, and perhaps reach out for more; other students will be in difficulty with almost any kind of grammatical abstraction. It is the teacher's responsibility, therefore, to direct his resources—including the text—as required. This means adaptation of text material: restricting the emphasis at one point, enlarging it at another, enriching it by means of supplementary materials at still another.

Linguistically inferior students must not be faced with tasks which they cannot hope to perform, nor must superior students be bored by activities which offer them no challenge.

The above considerations should not, of course, preclude much class guidance and teaching. Most students can work purposefully within the framework of the text, as detailed in the following chapter.

SPELLING

Experienced teachers have found two main procedures effective in the teaching of spelling. One of these is the use of a good spelling book. The other is the keeping of individual word lists by each student, including (a) new words, and (b) familiar words of peculiar difficulty. (The spelling of social studies words in these lists will, of course, be a particular responsibility of the social studies teacher.)

It is recommended that Alberta teachers encourage the use of both these methods.

A spelling text is required (see page 28). The weekly program should be carried out as set forth in the accompanying manual. This means daily scheduling of a certain number of minutes for this work.

The students' personal spelling lists (words with which they experience individual difficulty, and new words which they meet in various school subjects and in their reading) should be built up when inadequacies are noted or as the new words appear. Teachers can promote this individual program by providing both general and specific opportunities for students to make entries in their lists, and by checking the lists from time to time. It would therefore seem best to keep such lists in a separate spelling book, accessible at all times.

These lists should form a basis for study and practice, preferably during the daily spelling period. Rules or generalizations about

spelling found in the text should be applied to and tested against words of the individual lists.

Teachers are cautioned, however, against undue reliance on spelling rules. (Spelling facility is more securely a matter of audio-visual patterns.) Teachers are further cautioned against excessive requirements in the rewriting of words. Students should **say** difficult or new words (to get the sound), and **write them two or three times** (to fix their appearance). Writing the word many times—more than three or four—may result in a kind of mechanical over-learning which will render it more, rather than less liable to misspelling.

The important thing, of course, is that students should be able to spell words correctly in context. While the research on learning to spell is by no means conclusive, it is a fact that many students spell correctly in lists, but not in context. (The reverse is also true.) The student's spelling performance in the social studies and other school subjects, therefore, will provide the best indication of his facility.

The different kinds and levels of difficulty experienced by individual students in learning to spell must be recognized. Some learn with the greatest ease, others with the greatest difficulty. While research suggests that all can learn to spell, different students will require more or less time, help, and encouragement. It is recommended that those who learn to spell quickly and accurately be excused from at least some of the drill or practice periods required by others. Their time may more profitably be spent in free reading, for example, or in other activities of individual need or enrichment.

LANGUAGE AND LITERATURE

Although literature has now been given the status of a separate subject, there can be no doubt that some study of the techniques and modes of expression of good writers will be of value to pupils at the junior high school level. But the following cautions are offered:

1. The characteristic needs of students are not belletristic or "arty", but practical; the primary concern is not literary polish, but clear, objective expression. By the same token, the expressional patterns with which students need to become familiar are not formal and classic, but primarily informal and modern.

2. The term *literature* in its broader sense now implies much more than a body of approved literary (written) expression. Modern media of communication have returned us in part to the ear-mindedness of previous generations. With radio and film as well as book and periodical, much of our "literature" is spoken and heard (and even seen) as well as written and read. Hence a realistic study of effective expression must be substantially concerned with speech patterns and techniques.

The above points imply little relationship between a "course" in literature and the language program. They do, however, suggest

the need — within the language program — for a study of good current expression wherever it may be found: in books, magazines, newspapers, radio, film, records.

CREATIVE WRITING

Creative writing is associated with the reading and study of literature rather than with the language program as such. Nevertheless, opportunities for creative writing may arise naturally from social studies or other content—leading, perhaps, to the preparation of a radio script woven about some dramatic incident, the telling or writing of a story which enlivens historical data, or the preparation of a letter in which one wishes to convey a business message with pleasantness or even a touch of humor. Pupils may look upon such adventures in writing as opportunities both to prove and advance their skill in the use of language tools. There is also the essence of creative work in the reorganization of experiences which often form a part of both oral and written reports.

EVALUATION

To the degree that thinking and language are one, the evaluation of language skills must include the evaluation of thought processes. The idea is frequently indistinguishable from its expression. In the social studies-language block, particularly, much of the evaluation will be conjoint. Attitudes as well as information are manifest verbally.

But just as there is need for the teaching of language as language, so there is need for evaluation of language as such. Such evaluation should be **continuous, informal** (with perhaps formal check periods at intervals determined by the teacher), and **co-operative** (with both teacher and student discussing needs, achievement, and progress).

“Marks” and percentages, obviously, are of little benefit in this kind of evaluation. What students need to know is where their strengths and weaknesses lie. They want also to know how their achievement levels relate to those of other members of the class and, in a general way, how satisfactory these levels are.

The achievement and progress chart* reproduced on page 36 offers one means of making the necessary information graphic and compelling. Frequently teacher and student together should estimate the student's proficiency. (The ratings from 1 to 5—low or high—are relative within the class.) Differences in rating between teacher and student should be settled by frank discussion

* It is suggested that each student reproduce this chart for his own use, or that the school mimeograph a supply for all students. Between check periods they may be filed by the teacher or—perhaps more purposefully—retained by the student for his special direction.

and by the most objective possible reference to the student's performance in the skills. Once the student recognizes that the purpose of such evaluation is not to provide a mark, but to point the way for improvement, he will be interested in an accurate diagnosis rather than in rating himself as high as possible.

When all points have been decided upon, connecting lines provide the student with his language profile. Different colored pencil or ink should be used from time to time, so that progress or modification can be noted.

Name_____

Class_____

COMMUNICATION SKILLS

ACHIEVEMENT AND PROGRESS CHART

	1	2	3	4	5
SPEAKING					
Manner: brightness, directness, sense of listeners	_____	_____	_____	_____	_____
Voice: clearness, pleasantness, forcefulness, pronunciation	_____	_____	_____	_____	_____
Word Usage: exactness, force, acceptability	_____	_____	_____	_____	_____
Ideas: (1) interest, reliability (facts)	_____	_____	_____	_____	_____
(2) organization (orderliness, subordination)	_____	_____	_____	_____	_____
WRITING					
Form: legibility, neatness	_____	_____	_____	_____	_____
Mechanics: punctuation, spelling, capitalization	_____	_____	_____	_____	_____
Word Usage: exactness, force, acceptability	_____	_____	_____	_____	_____
Ideas: (1) Interest, reliability (facts)	_____	_____	_____	_____	_____
(2) organization, (orderliness, subordination)	_____	_____	_____	_____	_____
LISTENING					
Manner: attentiveness, general courtesies	_____	_____	_____	_____	_____
Concentration: accuracy, remembering	_____	_____	_____	_____	_____
Responsiveness: thinking, appreciating, criticizing	_____	_____	_____	_____	_____
READING					
Mechanics: speed, word recognition	_____	_____	_____	_____	_____
Concentration: accuracy, remembering	_____	_____	_____	_____	_____
Responsiveness: thinking, appreciating, criticizing	_____	_____	_____	_____	_____

CHAPTER V

OBJECTIVES AND EMPHASES

The approach of *Words and Ideas* to language learning is inductive rather than deductive, descriptive rather than prescriptive. The student is a co-discoverer of language facts and principles. He is thus stimulated to apply his findings with a full sense of personal understanding and responsibility toward his own improvement in all the communications skills.

The program of each book is divided into four main study areas. These areas, together with the objectives referable to each, may be briefly stated as follows:

1. **The nature of words and ideas:** "Words—what they are, and what they can do for us and to us." Psychological understandings precede terminology. Parts of speech thus become significant in terms of genuine communication, rather than as a closed system of academic classification existing for its own sake.

Objectives: (1) Increasingly mature insights into the nature and uses of language.

(2) Understanding and use of words as symbols for experience, and as indicators of feeling.

(3) Precision in the use of various parts of speech.

2. **Arranging words and ideas in sentences, paragraphs, and longer compositions.** The sentence receives major attention. It is conceived and presented as a thought unit. While some elementary analysis serves to show the interrelationship of sentence parts, the thought approach is carefully guarded against any tendency to regard analysis as a primary end. Similarly, clauses and phrases, together with conjunctions and prepositions, come in for attention as means to the more accurate expression of thought relationships.

Objectives: (1) Understanding of the principle of organization as essential to effective expression; skill in grouping and organizing related ideas.

(2) Understanding and use of sentences as thought units.

(3) Understanding and use of clauses and phrases as sub-sentence units.

(4) Understanding and use of punctuation as an aid to meaning.

3. **Usage and grammar.** The stress here is on the range of acceptable usage rather than on the doctrine of correctness (involving so-called "rules" which do not govern and, indeed, never have governed the speech of the vast majority of cultured users of the language). The student is invited to observe the speech habits of those about him, to look critically at his own, and to participate in the discovery of what does and what does not constitute acceptable English.

Grammatical principles are brought into play when they really do serve to explain established usage, and to assist the student with the logic of such usage.

- Objectives: (1) Understanding of acceptability as a practical test of good usage.
- (2) Recognition and use of acceptable language patterns.
- (3) Application of elementary grammatical principles to usage with various parts of speech.

4. **Special communication skills.** The incoming (reading and listening) and outgoing (speaking and writing) phases of communication are compared and contrasted. After the student has been encouraged to take stock of his own facility in these skills, his attention is focused on their particular uses and purposes in various in-school and out-of-school situations.

- Objectives: (1) Understanding and improvement of speaking and writing skills.
- (2) Understanding and improvement of listening and reading skills.
- (3) Study and practice of specific communication skills; conversation and discussion, letters, summaries, investigation and report.

Specific emphases for each book are listed, chapter by chapter, below. In addition to indicating the means whereby the foregoing objectives are to be gained, the list should provide a valuable perspective of the language program for the three grades. It will, furthermore, provide for teachers who work with only one grade a necessary view of the work of the others.

BOOK 1

Chapter	EMPHASES	
PART 1	1. What language was and is	Language as a social process Language and the mass media Overcoming language difficulties
PART 2 Words and Ideas	2. Words as symbols	Symbols, things and ideas Abstract and concrete words Words of many meanings
	3. Words and experience	Denotations or simple meanings Connotations or associated meanings
	4. Words and feeling	Words for physical sensations Expressions of opinion, judgment, attitude Name-calling and other emotional language
	5. The kinds and uses of words	Nouns as name words Verbs as statement words Adjectives and adverbs as descriptive words Other parts of speech
	6. Organizing our thinking	Grouping ideas to show relationships Expressing related ideas clearly and logically
PART 3 Arranging Words and Ideas	7. Thinking in sentences	Grouping ideas in sentences Sentence parts: subject, predicate, modifiers Sentence fragments and sentence context
	8. Using clauses to show relationships	Subordinate conjunctions and clauses Co-ordinate conjunctions and principal clauses Compound and complex sentences
	9. Using phrases to show relationships	Phrases as word groups Prepositions and prepositional phrases Exactness in the use of prepositions Position of phrases
	10. Punctuating sentences	End punctuation marks Internal punctuation marks

BOOK 1

	Chapter	Emphases
PART 4 Language Patterns	11. Habits in speaking and writing	Fashions in language Language suitable to the occasion Respectable language patterns
	12. Verbs	Past participles and helping verbs Transitive and intransitive verbs Agreement of verb and subject
	13. Pronouns	Subject and object forms Pronouns with the verb "be"
	14. Adjectives and adverbs	Adjectives as noun modifiers Adverbs as verb modifiers Predicate adjectives and linking verbs
	15. Spelling	Changing patterns in spelling Ways of improving spelling
PART 5 Special Language Skills	16. Speaking and writing	Relation between speaking and writing skills Check lists
	17. Listening and reading	Relation between listening and reading Kinds of listening and reading
	18. Group discussion	Purposes of group discussion Group discussion as a technique of democracy Ways of improving group discussion
	19. Summaries	Purposes of summaries Kinds of summaries
	20. Reports	Purposes of reports Qualities of good reports

BOOK 2

Part 1 Words and Ideas	1. The stock of English words	English as a world language Some of the history of our language British and American English
	2. Increasing our stock of words	Relation between words and experience Denotation and connotation Using the dictionary

BOOK 2

	Chapter	Emphases
	3. The kinds and uses of words	Name words—nouns and pronouns Statement words—verbs Descriptive words—adjectives and adverbs Words that show relationship—prepositions and conjunctions Exclamations—interjections
	4. Improving our use of words: language and the real world	Abstract and concrete words General and specific words Figures of speech
	5. Improving our use of words: language and feeling	Poetic language and fact language Persuasive language Name-calling
	6. Organizing our thinking: the paragraph	Topics and topic sentences Unity—sticking to the subject Coherence—logical arrangement and connections
	7. Organizing our thinking: the sentence	Grouping sentence ideas Unity and coherence
PART 2 Arranging Words and Ideas	8. Sentence parts: subject and predicate	Subject, predicate, and modifiers Objects Sentence fragments
	9. Sentence parts: clauses and phrases	Principal and subordinate clauses Subordinate and co-ordinate conjunctions Relative pronouns Prepositions and prepositional phrases Other kinds of phrases
	10. Punctuating sentences	Period and comma Colon and semicolon Parentheses and dashes Quotation marks
PART 3 Grammar and Word Usage	11. Pronouns and nouns	Subject and object forms Subject forms with the verb “be” Possessive forms
	12. Adjectives and adverbs	Forms Adjectives with special verbs Comparative and superlative forms

BOOK 2

	Chapter	Emphases
PART 4 Special Language Skills	13. Verbs	Agreement of verb and subject Tense Transitive, intransitive and linking verbs Active and passive verbs
	14. Prepositions and conjunctions	Choosing exact prepositions and conjunctions Prepositions, conjunctions and adverbs
	15. Pronunciation and spelling	Standards of pronunciation and spelling Relation between pronunciation and spelling Using the dictionary
	16. Speaking and writing	Outgoing communication Techniques of good speakers
	17. Listening and reading	Incoming communication Kinds of listening and reading
	18. Language as social behavior	Guides to good conversation Greetings Introductions Telephoning
	19. Conversation by mail	Qualities of good letters Social notes
	20. Investigation and report	Organization and committee procedures Information from print Interviews

BOOK 3

	Chapter	Emphases
PART 1 Words and Ideas	1. Words and human relations	Problems of goodwill Problems of meaning Our language community
	2. Words, things, and ideas	Words as symbols Words of many meanings

	3. Fact language	Specific and general words Words and experience Words and reasoning Words and emotions
	4. Fiction language	Figures of speech Abstract words
PART 2 Organizing Words and Ideas	5. Sentence efficiency	Co-ordinate conjunctions Subordinate conjunctions Relative pronouns Appositives Participles
	6. Sentence parts and patterns	Simple sentences Complex sentences Compound sentences
	7. Developing ideas: the paragraph	Examples and illustrations Comparison and contrast Cause and effect
	8. Developing ideas: longer thought units	Essays Summaries and outlines
PART 3 Special Communi- cation Skills	9. Kinds of speaking and writing	Explaining and describing Arguing and convincing Relating stories and events
	10. Business meetings	Organization Agenda and procedure Committees and reports Minutes
	11. Business by mail	Form Message
	12. Reference materials and techniques	Dictionaries Encyclopedias and textbooks Periodicals
PART 4 Word Usage and Grammar	Alphabetized handbook	Parts of speech Agreement of word forms and meanings Sentence parts Usage standards Punctuation

CHAPTER VI

LANGUAGE IN THE BLOCK

Language teaching in the block means using social studies materials for a variety of language study and practice. The techniques for such teaching will not, therefore, differ radically from those formerly used by good teachers of language. The motivation or occasion for language lessons in the block will, of course, derive more frequently from ongoing activities in communication (those of the social studies) rather than from the text, as heretofore.

TEACHING PATTERNS

The following patterns have been found profitable in the integrated program. Although the list is not exclusive, it will suggest most of the procedures carried out by effective teachers.

1. Teacher visits individuals or groups as they carry forward with writing or discussion activities; offers informal encouragement, advice, criticism, example; may refer to specific pages in the text for additional clarification or practice; if the point applies generally, may discontinue or delay the activity in favor of a class lesson, or may simply note the point for later class teaching. (Examples: outlining or planning, speaking and listening habits, study reading, sentence structure, grammar, precise use of words, punctuation, spelling.)

2. Teacher and class together plan or review a unit of work. Teacher offers incidental language guidance, and/or follows up with a specific language lesson which generalizes language learnings and perhaps provides practice in areas beyond the social studies integration, uses text to focus class study and discussion, and for examples and work suggestions. (Examples: organizing and grouping ideas, summaries, paragraphing, grammar and usage.)

3. Teacher anticipates difficulties, giving advance instruction to groups or class: text is consulted for point of view, explanation, example, preliminary practice. (Examples: especially technique areas—investigation and reports, committee procedures, interviews, summaries, letters, group planning and discussion.)

4. Teacher and class have periodic round-table discussion on language standards in the class, with emphasis on constructive criticism and suggestion and the pointing up of remedial needs: text is called upon for clarification and practice exercises. (Examples: speaking and listening habits, grammar and usage, sentence structure, use of phrases and clauses, punctuation.)

5. Teacher confers at length with individual students, or writes comments and suggestions on paper work; refers to relevant portions of text, and points up remedial needs and exercises. (Examples: paragraphing, sentence structure, organizing and grouping ideas, grammar and usage, punctuation, spelling.)

6. Teacher uses social studies blackboard or other materials for criticism and analysis. This procedure may lead directly to organized textbook study and discussion, or may follow it as extra practice, or teacher and students may together read and discuss expository portions of text with a view to applying learnings to communication projects arising from the social studies, or to study and discussion sections of the text itself. (Examples: any part of the language program—especially Parts 1 and 2 of Book 1, Part 1 of Book 2 and Part 1 of Book 3.)

USE OF THE TEXT

The text is thus called upon:

1. For reference—clarification and systematization of ideas about language, and guidance in techniques and skills.

2. To directly introduce or motivate language learnings.

3. To make language extensions—i.e., to generalize beyond the correlation.

4. For discussion suggestions and practice exercise. (The further study and discussion sections at the conclusion of each chapter of the text, together with correlated and supplementary activities for Book 1 forming Chapter VII of this manual, should be regarded as suggestive or illustrative rather than prescriptive or restrictive. Alert teachers will not only learn to apply the foregoing suggestions flexibly to the social studies program, but will undoubtedly devise further kinds of integrated activity.)

It need hardly be added that not all teaching emphases must stem from or be referable to those of the text. Experienced teachers, particularly, will have contributions of their own—insights, organizations, and supplementary materials of proven value.

SPECIFIC LANGUAGE TEACHING

The facts and generalizations of the Alberta social studies program are one thing; language study and practice is another. The two are associated simply because social studies provides the best vehicle in the school program for language study and practice. (See preface.) Thus, while the teacher will find in social studies activities most of the topics or subjects for the study and practice of communication, and while he will undoubtedly spend much of his time in the incidental guidance of such activities, when he is teaching language he is doing just that. This means that he will frequently avail himself of language periods in which he focuses attention on language learning *per se*, even though the point of application or the illustrative materials may be those of the social studies.

Such periods may be of five minutes, or fifty minutes, or (during certain kinds of writing assignments) even longer. They may be scheduled as language, or perhaps more profitably be allowed to develop, as needed, within the time allotted to the block.

The opportunities for practice in composition need be limited only by the requirements and interests of the pupils. Class work in composing written reports, whether in summary or paragraph form, will be valuable at the beginning of the term and at intervals as progress is made from one unit of study to the next. Students soon appreciate the desirability of having a good topic sentence, an orderly arrangement of ideas, and a forceful conclusion. One of the best ways to learn to construct such a paragraph is in a class discussion about a specific subject. The content material of the paragraph comes from the social studies lesson. In preparation for the language lesson, this material may be reviewed and set down briefly in pencil notes or on the blackboard by one of the pupils. Then follow discussion and decisions about the arrangement or order in which the ideas are to be combined to form a paragraph. One pupil suggests an opening sentence. Others criticize it constructively. Agreement is reached when the sentence satisfies the group. The rest of the paragraph is built by means of similar joint effort. Students quickly absorb the benefits of such collective thinking and become conscious of the composition process. The search for a different word in order to avoid repetition, for variety in sentence structure, for vivid and vigorous expressions are all evidence of the growth which can be achieved by such a method. The following account provides an illustration of this technique.

The lesson began with a discussion of French contributions to Canadian life. (Unit VI, Grade VII.) From this discussion came a list which included stories, poems, songs, people, industry, language. The *Canada Book of Prose and Verse*, Book One was referred to for the first two items in the list. It was agreed that some French-Canadian folk songs are rather widely known throughout our country. Next, the class turned to a consideration of people—those now living as well as those of the past. It was noted that our prime minister at that time, Mr. St. Laurent, was making a contribution to public life; a brief review of the French period in Canadian history (studied in Unit III) brought to mind the work of Champlain, La Verendrye and others in the development of Canada. Then, after going to the map to find French place names, the class discussed broader aspects of the language contribution. Finally, drawing from the history unit, pupils agreed that the French deserve credit for carrying on agriculture and lumbering as part of the early development of the country.

The next lesson was devoted to composing the summary, as follows:

Point 1: The pupils were familiar with the poems of W. H. Drummond. One suggested the sentence, "William H. Drummond has given us many poems of habitant life." When it was noted that Drummond himself was an Irishman who had spent some time in Quebec, another child suggested adding the idea that he wrote the poems because he was inspired by the spirit and endurance of the French-Canadians. The teacher, by questioning the children, helped them to see that this information could be included in the original sentence by means of the subordinate clause, "because he was inspired by their spirit and endurance."

Point 2: The story of Chapdelaine making land (*Canada Book of Prose and Verse*) was spoken of next, the author's name being noted. It was learned that Hémon's book is simply and well written. A pupil offered, "Louis Hémon wrote stories of the early French settlers which are enjoyed by many people." Since it was felt that this sentence did not show the quality of the book clearly, the class decided to change the description of the stories to read, "which are enjoyed by people who have good taste in reading." The children readily saw that the improvement had been achieved by using another clause instead of the adjective "many".

Point 3: Speaking of life in Canada today a member of the class remarked on the use of two languages in much advertising. From this grew the sentence, "Canada has two languages." To it was added the phrase, "the first being French and the second English"—in order to show which was the language of the earliest settlers in Canada. The teacher helped the children to form the habit of using the terms "phrase" and "clause" even though they would not always indicate the type of phrase or clause used.

Point 4: Mention of the French-Canadian folk songs led to the sentence, "A favorite folk song which comes from the French is *Alouette*."

Point 5: An examination of the map of Canada elicited the information that "Many place names in Canada are French". It was decided to use the adjective Canadian instead of the phrase "in Canada", and to give examples by adding the clause, "some of which are Portage la Prairie, Grande Prairie and Rivière du Loup".

Point 6: A student said, "Mr. Louis St. Laurent is a French-Canadian". Class discussion led to the addition of "Our present Prime Minister" at the beginning of the sentence.

Point 7: A number of students remarked that early French comers to our country had made important contributions. One said, "Jacques Cartier discovered Canada". This sentence, which did not give enough information, was changed to read, "Jacques Cartier, the discoverer of Canada, was born in France". Although the children would not have understood the term appositive, they understood that the words which repeated the subject without any joining word should be set off with commas.

Point 8: Another student remembered: "La Verendrye explored the West". Since this did not show his contribution to ourselves as westerners, it was decided to add the phrase, "thus opening the way for early settlers".

Point 9: Still another contribution from the study of early Canadian history was, "Radisson and Grosseilliers helped to form the Hudson's Bay Company". The teacher pointed out that the sentence did not mention the greatness of the undertaking. The class decided that something more should be said about the company, after which a pupil offered the clause, "which is today a great company". Another child wished finally to add the phrase "across Canada".

Point 10: Some reference to other French contributions to Canadian industry was felt to be necessary. The sentence suggested was, "Frenchmen made the first lumber business here a great success". As stress had been laid on the fact that the French who came here became the first Canadians, one pupil offered the phrase, "the men born in France", and still another wished to add the adjective "husky" to modify the noun "men".

The summary, which each child wrote in his notebook, then read as follows:

CONTRIBUTIONS OF THE FRENCH-CANADIAN TO LIFE IN CANADA

1. William H. Drummond has given us many poems of habitant life because he was inspired by their spirit and endurance.

2. Louis Hémon wrote stories of the early French settlers which are enjoyed by people who have good taste in reading.

3. Canada has two languages, the first being French and the second English.

4. A favorite folk song which comes from the French is *Alouette*.

5. Many Canadian place names are French, some of which are Portage la Prairie, Grande Prairie and Rivière du Loup.

6. Our present Prime Minister, Mr. Louis St. Laurent, is French-Canadian.

7. Jacques Cartier, the discoverer of Canada, was born in France.

8. La Verendrye explored the West, thus opening the way for early settlers.

9. Radisson and Grosseilliers helped to form the Hudson's Bay Company which is today a great company across Canada.

10. The husky men born in France made the first lumber business here a great success.

LANGUAGE EXTENSIONS

Language teaching and learning will, of course, extend beyond the integration itself, no matter how intimate this may be. The fact that the social studies can be used to vitalize language learning should not obscure the fact that language, both as a tool and as an art, is basic to almost every field of human experience. Its significance is general.

The series of integrations beginning on this page, therefore, cannot hope to touch on all the purposes for which we use language. There are other in-school experiences, other subject-matter fields, to which the language teacher must obviously refer. And there is the vast out-of-school world of personal and social experience which the classroom must at least attempt to reflect.

This means that language learning must be generalized beyond the specific integrations in terms of language sequence offered by the text. Further Study and Discussion sections at the ends of chapters will not only make many of the broader applications here urged, but suggest many others as well.

CHAPTER VII

SEQUENCE AND INTEGRATION*

A language sequence and its integration with social studies content material are here presented for each of the junior high school grades. Detailed suggestions for effecting the integration are included with the section on the Grade VII course. With the Sequence and Integration for Grades VIII and IX, further suggestions for making the integration effective and samples of individual and class work are given. However, the techniques used in Grade VII are likely to be equally useful in Grades VIII and IX. All Grade VIII and IX teachers, therefore, should make themselves familiar with all of the following pages.

SEQUENCE AND INTEGRATION, GRADE VII

A close scrutiny of the language sequence of the text, *Words and Ideas*, Book 1, will reveal some areas of language study which quite naturally complement or supplement certain of the social studies units. These areas of specific relationship are as follows:

LANGUAGE

SOCIAL STUDIES

Chapter 1-4

and Unit I

Language as a system of symbols based on experience.

Geographic, occupational and cultural experiences of Canadians.

Chapter 11

and Unit IV

Family and community influences on language patterns.

Community growth and customs.

Chapter 18

and Unit V

Group discussion.

Democratic processes.

Other language areas, while bearing no specific relationship to particular units of the social studies program, may be studied and practiced with any one. In order to ensure systematic coverage, they are associated (sequentially, except for Chapter 15) as follows:

Spelling (15)

with Unit I

Parts of speech (5), Organization of Ideas (6)

with Unit II

Sentences (7), Clauses (8), Phrases (9), Punctuation (10)

with Unit III

Verbs (12)

with Unit IV

Pronouns (13)

with Unit V

Adjectives and adverbs (14), Speaking and writing (16), Reading and listening (17)

with Unit VI

*As used in this bulletin, **integration** denotes a high degree of correlation; the word **correlation** is a general term covering varying degrees of association between—in this case—language and social studies.

Finally, there are **special language skills**—techniques which can profitably be studied whenever and as often as students need guidance in them. These are group discussion (18), summaries (19), and reports (20).

It should again be emphasized that there is nothing prescriptive about the above division of the language program into areas of specific relationship, associated areas, and technique areas. Nor is there anything inevitable in the correlations suggested—especially the associated areas. **There is, however, merit in systematic planning.** Whatever the sequence or correlation, it should not be a haphazard one.

Even the most systematic arrangements, however, should not suggest the laying aside of any phase of language teaching as “finished business”. Certain portions of the text (for example, punctuation or the special techniques) may need to be returned to many times during the year. The **handbook** qualities of the text, together with its logical sequence, make it especially suitable for this purpose.

Detailed proposals and suggestions follow:

<i>Words and Ideas</i> , Book 1:		SOCIAL STUDIES UNIT I	
Chapter 1:	What Language Was and Is	How Living in Canada Has Been Influenced by the Physical Environment	8 weeks
Chapter 2:	Words as Symbols		
Chapter 3:	Words and Experience		
Chapter 4:	Words and Feeling		
Chapter 15:	Spelling		

A survey of Chapters 1 to 4 (inclusive) of the language text will show that these are quite properly a social studies unit in themselves. The theme is **language as a social process**: “Words—what they are, and what they can do **for** us and **to** us.” Words are for **communication**, a two-way process. From them comes “our feeling of ‘togetherness’—whether in the family group or as a nation.” **Communication** and **community** are one word. Communication arose out of the experiences of human beings interacting among themselves and with their physical environments.

The above theme, however, bears a specific relationship to Social Studies Unit I. This relationship is most explicit in Chapter 3. (“Coal,” said a little girl, “is what you use for Christmas trees.”) The entire **Study and Discussion** section of this chapter points up—in terms of thought, communication and human relations—the very things about which students have been studying in the social studies unit. The latter is concerned with the influence of the physical features, resources, and climate of Canada on the lives of the people. The language sequence is concerned with the denotative and connotative (value) symbols of people in various physical, occupational and cultural situations.

Such language study finds an interesting and compelling field of application in the social studies unit. What, for example, is the meaning of **range country, timber line, the Fundy tides?** What do they denote? But more important still, what do they connote—what is their effective significance in the lives of those for whom they constitute a major phase of experience? The significance of **prairie, forest, wave or crag** is different for those who have and those who have not lived intimately with the things they stand for. **Coal mine** means one thing to the child who checks it in his dictionary, another and a thousand more things to the child whose father descends the shaft daily.

Just as the social studies unit attempts to provide the **factual** basis of broader understanding, so the study of words as symbols should promote imaginative understanding. What is proposed above, therefore, is no mere exercise in vocabulary building, but broader human sympathies through the development of a community of thought and feeling.

In view of the specific relationship existing between Chapter 3 (“Words and Experience”) and the social studies unit, the teacher might reasonably introduce the year’s language study with this chapter—following with Chapters 1, 2 and 4. There would seem to be some point, however, in observing the sequence of the text. First, it has been planned and written as a sequence. Second, by deferring the study of Chapter 3 until, say, the fifth week, students will have a background of social studies information which will obviously permit them to make broader language applications. Third, there are many points in the earlier chapters which invite cross-reference with the social studies unit. Chapter 1, for example, develops the **communication-community** concept, and extends it in No. 1 of the **Study and Discussion**. Chapter 2, No. 1 opens up the study of symbolism in provincial coats of arms (some of it quite obvious—the ship for New Brunswick; the buffalo for Manitoba; wheat for Saskatchewan; wheat, plains, foothills and mountains for Alberta). No. 9 should suggest an interesting survey of local and national place names (and the extent to which they do or do not symbolize accurately the physical qualities, and the historic or other associations of the areas they designate).

Understandings of primary importance in the first four chapters are as follows:

Language is a basic factor in man’s progressive control of his thought processes, his communication, and his physical environment.

Modern means of communication have a powerful influence on our lives, and on our relations with one another.

Words are only symbols for things and ideas.

The meanings of symbols vary with the experience and feelings of those whose use them.

The above understandings should be used to promote an **appreciation of the need to use words as accurately as we can, and a sensitivity to clear and vivid expression in all phases of communication.**

There will, of course, be ample opportunities in the social studies classes to foster many of these understandings. The value judgments which students make about people, things and ideas (**good, bad, etc.**) will invite examination. Vague or abstract or ambiguous diction, sloppy or non-objective reasoning will come up for criticism. The need for words of precise denotation in describing a product or a process, the force of words of broad connotation in describing a philosophy or a way of life, the inciting effects of emotionally loaded words—most of these will challenge attention and discussion again and again not only in Unit I but throughout the program.

Words and Ideas, Book 1:

- Chapter 5: The Kinds and
Uses of Words
- Chapter 6: Organizing Our
Thinking

SOCIAL STUDIES UNIT II:

- 5 weeks
- How Opportunities for Work
Have Attracted Many
Settlers

The study of Chapter 5, "The Kinds and Uses of Words," should be preceded by some preparatory work (indicated below). While this preparation is in progress, the class will find the study of Chapter 6, "Organizing Our Thinking," a valuable introduction to Social Studies Unit II. The arrangement of ideas in describing a process of production is of course not quite the same as learning to arrange less concrete ideas, but the concept and habit of organization will be formed more readily with the help of this systematic study. Then as each process of manufacture is presented in report form, the content material can be organized in a written paragraph, sometimes by the class working together, sometimes by individual effort.

The specific language objective here is the understanding that **the organization of related ideas is a necessary part of effective expression, together with the application of this understanding to social studies and other materials.** Chapter 6 can be used for evaluation purposes at regular intervals, both to detect weaknesses in pupils' work and to confirm their opinion that a piece of composition has been well done. (The results of investigations might be frequently preserved in summary form as suggested in No. 2, **Study and Discussion.**)

Meanwhile the work in anticipation of Chapter 5 should proceed. Its aim: **the ability to recognize and to use with maximum effectiveness words which have the function of nouns, verbs, adjectives and adverbs.** These four parts of speech should be introduced one at a time so that each concept is clearly established and confusion is avoided. The process should be cumulative: when the verb

is introduced the noun must not be forgotten. As each concept is grasped, the specific term (noun, verb, adjective or adverb) should replace the more general "word." For example,

Can I use another **noun** here to avoid repetition or to give a clearer idea? Is there a **verb** which describes the action more precisely? Do I need an **adjective** (or an **adverb**) to give more meaning to the **noun** (or the **verb**) I am using?

Following are some concrete suggestions based on procedures which have met with success in the experimental program. While the timing of social studies content to meet language skills will probably not be the same in any two classes, the language activities required at this time for Grade VII pupils will follow similar patterns.

As the manufacturing of farm products is discussed and the material organized, name words or nouns pertinent to this study may be listed on the blackboard: food, butter, cheese, flour, cereals, leather, sugar, soap, glue, cloth, wool. Practice in using nouns can be based on the above kind of list. One exercise involves questions on social studies content (actually an objective test), in which students are asked to underline each of the name words used. The teacher should assist at this stage by underlining the name words in the questions and in other blackboard work.

What factories in Alberta manufacture products from grain?

Name four dairy products which are derived from farm products.

After sugar is made, what are the uses for beet pulp?

What materials are used in the tanning of leather?

What part of an animal is used in the manufacture of glue?

A soap factory might be located near what other industry?

Someone may point out that the teacher has failed to underline the words **dairy**, **farm**, **beet** and **soap**. This provides an opportunity to stress the fact that the function of a word is determined by its context, that a noun is only a noun when it is used to name something. The words **dairy** and **farm** here tell what kind of products we are talking about; the word **beet**, in the same way, tells the kind of pulp; the word **soap** tells the type of factory. This explanation, which may be elicited from the class by questioning, not only clarifies the noun concept but paves the way for future understanding of the adjective.

As the study of the unit progresses, many more nouns will be encountered and used. A new fact will soon be discovered about this part of speech: such words as **factory** and **cannery** have an exact meaning for which it is difficult to find synonyms. When summaries of manufacturing processes are being made, it will be interesting to see what nouns the pupils are able to substitute for these and similar words in order to achieve the desired variety in their expression.

From previous study and observation, pupils of course know that some nouns begin with small letters, other with capitals. They will now readily grasp the difference between a general name and a particular name, that is, between a common noun and a proper noun. The use of capitals for proper nouns is important in correct spelling. A list of proper nouns may be gradually assembled on the blackboard as they are encountered in the social studies. The pupil will note that when such words as river and valley are associated with a proper name, they also are capitalized.

When the teacher feels confident that the concept of the noun is reasonably well established, the verb may be introduced. As the pupils formulate sentences to summarize what they have learned, the teacher should underline the statement words on the blackboard. For example,

Many different products come from crude oil.

These include fuels, lubricants, and wax.

They call the process of separation "cracking" the oil.

Different temperatures cause the various products to be released.

High test gasoline requires the highest temperature.

The students will observe that each of the underlined words is a statement word or verb, and that each sentence contains one. The importance of the verb in conveying ideas can be readily appreciated when the sentence is read without it.

Students may then be encouraged to collect a list of verbs associated with manufacturing processes: manufacture, make, refine, produce, pack, spin, weave, tan, prepare, smelt, build, grade, mill, mine, glue. (Some of these words were, of course, previously recognized as nouns.) They may further be asked to use such words as grade, mill, mine and glue in two different sentences—first as nouns, then as verbs. Later, in class summaries of manufacturing processes, they may be asked to underline both verbs and nouns, and to check the correctness of their judgments.

All the sentences used in these suggested exercises are simple sentences and the verbs consist of one word. More difficult examples presented too early in language study may cause confusion. The objective here is to develop a consciousness of words performing a special work or function.

The introduction of adjectives and adverbs as parts of speech may be accomplished by means similar to the above. For example, as reports on the manufacturing of products from lumber are presented to the class, nouns pertinent to the topic may be listed on the blackboard: boxes, furniture, lumber, matches, props, poles, posts, pulp, paper, rayon, ties, toothpicks, toys. The content material of this section of the unit will suggest describing words to be placed before these nouns to give information about the thing named: wooden, paper, heavy, smooth, sulphur, mine, telephone, fence, railroad, painted, silky. This practice will help to confirm the

adjectival function as that of enhancing the definitive or descriptive quality of the noun. As their work progresses, students should be shown that not all nouns are improved by the use of adjectives.

In arousing awareness of the adverb, sentences like the following may appear on the blackboard as an introduction.

The machine **quickly** prepares the fish for canning.

Thousands of cans of salmon are produced **daily**.

A conveyor belt carries the tins of fish **outside** to the packing room.

The underlined words will attract the attention of the pupils. They will understand that the word "quickly" tells **how** the machine prepares the fish. Similarly the word "daily" tells **when** the quantity of salmon is produced. "Outside" tells **where** the tins of fish are carried. The students will note that two of the adverbs end in **ly**: The third will indicate that this ending, although very frequent, is **not** in the nature of a rule.

Each of the above adverbs is associated with a verb. Other examples should be brought forward to show the adverbial function with adjectives and other adverbs.

A useful exercise now will be to examine a paragraph (in a social studies book or in a story which the class is reading) to discover the use of adverbs in effective expression. A list of common, useful adverbs might be compiled: soon, now, then, immediately, slowly, quickly, quietly, eagerly, barely. Pupils will find pictorial verbs and adjectives which do not need qualification.

The emphasis throughout should be on interest and exactness. It should always be borne in mind that the recognition of a part of speech is only instrumental. Its purposive use is the true objective.

When the class has thus built up a body of knowledge about the four main parts of speech, Chapter 5 of *Words and Ideas*, Book 1, should be used as the basis for organizing this fund of information. The **Study and Discussion** can now be approached with confidence and, indeed, enjoyment—for children do enjoy working with words when they understand what they are doing.

Since conjunctions and prepositions (as involved in clauses and phrases) receive detailed treatment later, Chapter 5 barely introduces them. However, during the course of Unit II the teacher can, if he wishes, do much to pave the way for later study. Attention may, for example, be directed to such sentences as the following:

When sugar beets reach the factory, they are washed thoroughly.

Here two ideas are combined to make an interesting sentence. The class should be on the watch for similar sentences, with a view to noting the various joining words used. Soon they will have a list of the common ones: when, while, until, because, as, if, where, although, since, so that. When they have been led to note that in

sentences which use these words one idea is more important than another, a useful type of exercise is to give pairs of simple sentences which the pupils combine by subordinating one of them.

Asbestos is mined in Quebec. Fireproof goods are manufactured there.

Glass can be manufactured in many places. Glass making requires sand and soda-ash.

Gold and platinum are not in common use. They are precious metals.

The study of prepositions may be similarly anticipated by noting such phrases as *in Quebec, in many places, in common use*. With phrases as with clauses, the emphasis should be steadily on thought groups as indicated by the last set of examples in No. 7, **Study and Discussion**, Chapter 5.

Experience in recognition of parts of speech and word groups will now include principal and subordinate thoughts, joining words, nouns, verbs, adjectives and adverbs.

The advantage of short practice exercises given regularly is that the principle of frequency is observed, enthusiasm is preserved, and mistakes and misunderstandings are checked at once when the child knows how he came to make them.

Words and Ideas, Book 1 :

SOCIAL STUDIES UNIT III:

Chapter 7: Thinking in Sentences	10 weeks
Chapter 8: Using Clauses to Show Relationships	How Our Early Pioneers Established a Canadian Nation and Culture
Chapter 9: Using Phrases to Show Relationships	
Chapter 10: Punctuating Sentences	

The above chapter titles indicate clearly the basic aim of this unit: to promote facility in use of sentence and sub-sentence units (clauses and phrases), and of punctuation marks as aids to clear expression.

Most students reach the Junior High School with substantial understanding of the sentence. This understanding will of course have been furthered, informally, during the progress of Units 1 and II. Chapter 7 may thus be used when Unit III is introduced. In No. 3 of **Further Study and Discussion** a method for testing sentences is suggested. Since this item presents a more liberal point of view than most students are likely to have experienced, repeated reference to it will no doubt be necessary. The remainder of the section provides many valuable insights and helpful language practice.

Meanwhile the material of the social studies unit—once it has been reported by the pupils or presented by the teacher—warrants

Careful study. The method of study and review suggested here is to use the content material for a variety of language practice. Nothing can be lost by this procedure, which is at least economical, and which may serve social studies purposes as well.

One device is a weekly quiz—five or six questions of the following type:

- Why were the fur traders required to build settlements?
- Why did French settlements in Canada grow slowly?
- Where did Champlain plant the first permanent colony?

Obviously, the first two questions can be answered meaningfully by means of subordinate (“Because . . .”) clauses, the third by a phrase (“On the St. Lawrence.”). It should be emphasized, however, that such answers are acceptable only because they complete the sense of the question, which they immediately follow. Here is a further application of the sentence criterion noted above. (Here too is a further opportunity to anticipate the study of phrases and clauses.) A useful follow-up, from time to time, is to incorporate the phrase or the clause in a full sentence statement.

Another device is the true-false test—pupils marking subject and predicate as well as describing the facts as true or false.

Still another device is a set of incomplete sentences bearing on any division of the unit—the pupils being asked to complete the thought and mark the subject and predicate. For instance, on Royal Government:

- The three officials of Royal Government
- appointed an intendant or business manager.
- was in charge of education and religion.
- divided the land into parishes.
- The regular courts of justice
- One of the faults of Royal Government

The clause, unlike the sentence, is a relatively new concept for Grade VII students. It has been suggested that the groundwork be laid during the study of Unit II. In any event, since Chapter 8 introduces the study of clauses very simply, all pupils should be able to use it with Unit III. They should also be ready to study and use the second section of the chapter, which deals with co-ordinate conjunctions.

Careful study during Unit III, however, should precede reference to the section of Chapter 8 on relative pronouns. Here again a good approach is to make use of the pupils’ own material. For example:

“The United Empire Loyalists were people who refused to fight against their king in the American Revolutionary War.”

Students easily detect the two thoughts involved here, one principal and one subordinate. When they isolate the subordinate clause, they will discover that the word who is not quite like the

subordinate conjunction: it joins, but in so doing it takes the place of the word **people** in the principal clause. They will soon find and make sentences using other **relative pronouns**. The term itself can be introduced early, as it is a logical explanation of the function of the word. The material in Chapter 8 may then be used for organization and practice.

During this time the pupils have been accumulating a fund of information about words and ideas. Much time will be saved if these understandings are not allowed to be forgotten. When they are answering oral or written questions on social studies material, they may be told, "Use an expressive adjective in this sentence." "When you explain the reason here, use a subordinate clause." "What subordinate conjunction will you use when you are telling why this is not so?" "Which may you use if you are telling when this happened?" Students will thus come to associate the function with the word.

While Unit III is in progress, and when the pupil's grasp of the material in Chapters 7 and 8 seems reasonably secure, the use of the **prepositional phrase** may be introduced before Chapter 9 is studied. As with subordinate clauses, the pupils at this level use phrases unconsciously. To recognize them and appreciate their usefulness is necessary in order to use them most effectively. In studying the progress of the immigrants towards self-sufficiency in French Canada, a pupil may say or write, "Talon's model **farm** in New France **helped** the habitants in their **knowledge** of agriculture." He may then be questioned as follows:

What group of words gives information about Talon's farm? (in New France)

What group of words tells how the inhabitants were helped? (in their knowledge)

What group of words tells in what branch of knowledge? (of agriculture)

Students will soon recognize the phrase as a unit which cannot sensibly be broken up.

A helpful exercise is to give two lists of phrases which pupils may use in constructing sentences—those on the left to give information about nouns, those on the right to modify statement words.

of lumber and fish

for woolen cloth

from iron

of hemp

in tobacco

for potash

at sugaring-off time

into soap

by growing hemp

on the St. Maurice River

When an awareness of the phrase has thus been developed, the class will find that the explanations and activities in Chapter 9 will organize and further develop this phase of their knowledge. **Further Study and Discussion** may be amplified by practice involving the use of social studies content material. In reading extensively for section

III, "The Coming of the English," pupils might select prepositional phrases which are peculiarly suitable to their topic and embody them in their own work. In a paragraph about westward expansion, they might be asked to underline the phrases which they use.

When a few minutes remain at the end of the lesson, it will sometimes be useful to present such a sentence as this to the class:

Icelanders who were on their way to the United States remained in Canada, where they formed a colony on the shores of Lake Winnipeg.

Pertinent questions are as follows: How many ideas are there in this sentence? What is the main one? What is its verb? What are the subordinate ideas and verbs? What words do the subordinate clauses tell about or modify? What prepositional phrases are there? What do they modify?

To carry out this type of practice half a dozen times a week will produce better results, ultimately, than to give longer exercises less frequently.

By the time the class arrives at Chapter 10 of *Words and Ideas*, they will probably be near the end of Social Studies Unit III. In all language practice up to this time—whether or not associated with the social studies—punctuation will receive attention as needed. The use of various types of end punctuation for sentences will have been a primary need. Different uses of the comma will have been met. Chapter 10 will now place before the pupil a well-arranged body of information about punctuation.

Further Study and Discussion offers excellent practice. No. 2 contains a paragraph which lacks both punctuation and capitalization. Other work of this type may be quickly prepared from social studies reference material and placed on the blackboard or on mimeographed sheets. Another useful practice, evaluation of a fellow student's work, can be an aid to learning provided pupils are not asked to check for too many items at a time. Chapter 10 should be referred to frequently by the students, who will thus learn to regard the text as a handbook comparable in its usefulness to that of the dictionary.

Words and Ideas, Book 1:

SOCIAL STUDIES UNIT IV:

Chapter 11: Habits in Speaking and Writing	3 weeks
Chapter 12: Verbs	How Our Community and/or Region Was Settled

Since Unit 4 deals with the pupil's own community, Chapter 11 may very well be studied as an introduction to this unit. Thus when pupils go out into the community to interview various people they will be prepared to observe the speech habits of those with whom they come in contact. The study and practice contained in this chapter will illuminate the social studies unit throughout.

The following understandings are to be stressed:

A living language is continually being modified by the people who use it.

Our speech patterns, like patterns of clothing and general behavior, must be acceptable.

Language is acceptable when it is suited to the occasion on which it is used.

These understandings should be used to promote the attitude of wanting to improve, and a recognition of the means of improvement as indicated in Chapter 11: observation, practice, and a study of those rules or reasons which explain good usage. (The part of speech singled out for special study with this unit is the verb.)

When pupils report the results of their investigations to their classmates, all members of the class should have developed an appreciation of the importance of good oral communication. Two major objectives for the class acting as audience are (1) critical listening and (2) patient listening. Here the teacher will set an example by hearing the pupil through, without interrupting his thought to correct his expression. When the pupil has finished his report, different members of the class will be able to contribute suggestions for improving his expression. They should not be expected to make all the suggestions that the teacher might offer. Indeed, to correct one or two mistakes at a time will be of more help than would a spate of corrections. The class will also tell the speaker the good point about his expression and delivery in general, thus encouraging him to greater effort next time. The teacher can set an example by varying his own expression: the contrast of the homely and more formal used judiciously will catch the child's attention. The same will be true of the use of new words.

The chapter on speech habits will appeal to Grade VII children because of its rational basis. These young adolescents are sufficiently experienced to realize that different situations require different behavior. Inasmuch as language is a form of behavior, the realistic treatment of the subject will do more to persuade the child of the necessity of adjusting his language pattern to suit a particular situation than did the old dichotomy: this is correct, that is not.

Continued practice in verb recognition and in the discriminating use of statement words, begun in Unit II, will have prepared pupils for a thorough study of the verb. Chapter 12 provides such study. The material here is suitably organized, and should be discussed and used just as it is given. Further practice may be obtained by observing the uses of verbs in reference books and other materials which the pupils are reading. As the material gathered in the study of Unit IV is recorded, students will be able to use their knowledge of verbs to make their writing more effective. Such questions as "Would it be better to use the perfect tense here?" and "Is this a transitive verb?" are indicative of efforts toward precision and acceptability. When a pupil has written a sentence, he may be asked to tell what form of verb he used, and why.

This kind of language-social studies association should be frequent rather than lengthy. It will maintain an awareness of language, showing both teacher and student where further help and practice are needed.

Words and Ideas, Book 1:

SOCIAL STUDIES UNIT V:

Chapter 18: Group Discussion

How Canadian Communities

Chapter 13: Pronouns

Direct Their Affairs

Democratically

The vital relationship between group discussion and democratic processes is clearly pointed up in Chapter 18. The understandings stressed by the language text are substantially those suggested as specific objectives of the social studies unit; similarly, the text reinforces the attitudes listed for the unit (see Unit V, specific objectives, pp. 120-121 of this manual).

Aside from the study and practice of group discussion as a technique (see "Special Language Skills," pp. 62-64), the material of the language text can best be made to undergird democratic understandings and attitudes through a consideration of the part played by group discussion and action in the various phases of government outlined in the content of the unit, especially Sections I and III. (This consideration, appropriately enough, should proceed largely by group discussion). Three main questions might well be asked and—as far as possible—answered.

1. What are the specific contributions of group discussion to good government?

In the unorganized group there is of course some incidental exchange of opinion, some passing about of ideas—but no purposeful "get-together," no systematic pooling of thought and resources.

The recognition of needs comes in part from the pooling of observations and opinions; clarification comes almost wholly from such pooling. (Not all people see all needs. Some see or profess to see nonexistent or selfish needs.)

After information and clarification comes action. We discuss what needs to be done, how it is to be done, and who is to do it. We give the necessary responsibility or authority to a person or persons. If we are wise, we will meet frequently to exchange information and opinions on how well such persons are carrying out their responsibilities. If we fail to do so, we have only ourselves to blame if things go wrong. (We must never forget that in a democracy our leaders are also our representatives. If we do, our leaders are likely to forget it too—and our democracy becomes an autocracy, where no free discussion is allowed.)

2. To what extent is our government group government?

Our government bodies are elected by the people. We are likely to have better government if prior to elections we meet as groups to discuss the qualities and qualifications

of those who want to be our representatives. These representatives in parliament are themselves a discussion group or groups, operating by group (majority) decision.

Some of the authority which we give to our representatives in parliament is handed back in the election of community groups (municipal councils, school boards, etc.). Such groups are responsible to the people—directly in their communities and indirectly through our representatives in parliament. Other authority is given by our representatives directly to various groups and officials (the courts, school inspectors, etc.), who are responsible to the people through the appointing body (parliament).

3. What does first-hand observation show about the effectiveness of group discussion and action at the community level (municipal council and school boards)? Typical enabling questions are as follows (cf. **Summary and Review**):

How well informed are the members? (What steps does the group take to get special information through committees?)

Do all members justify their presence in the group by the contributions they make?

Does the group keep to the point purposefully and economically?

Is the atmosphere friendly as well as businesslike?

What are the special duties and responsibilities carried by the chairman?

The understandings of this chapter should be extended with reference to other purposes for which we get together and discuss:

Business and professional (business meetings, and conferences, committee meetings, doctors' consultations, etc.)

Club (leisure interest groups, fraternal gatherings, social welfare and charity groups)

Family (budget and other family meetings or conferences, table talk, chit-chat)

Miscellaneous (for information, enjoyment, relaxation: table talk, chit-chat, exchange of ideas on art, music, literature, shows, radio programs, sports, philosophy, etc.)

Informally at least, the use of the pronoun as a substitute for the noun is familiar to the child. In social studies and other writing it is desirable to avoid too frequent repetition of the same noun. The pronoun will have been used to afford variety. (The opposite need of finding substantives to replace the pronoun will also have been met.) This use of the pronoun may not have entailed any attempt to differentiate formally between subject and object, or singular and plural. Of course, the pupil needs to use **I** and **me** and other pronominal forms correctly from the start, but until distinctions are formally taught, he is guided by sound rather than logic.

If the language sequence suggested here is followed, the class will arrive at Chapter 13 on pronouns about the same time that they start studying Unit V. This arrangement should prove satisfactory: Unit V involves a good deal of oral discussion, and the use of pronouns creates a real difficulty for the student when he is speaking unless he has sufficient knowledge of their use to give him confidence. The practice in this chapter of the language text is designed to help him to acquire both information and competence.

No. 5 of **Study and Discussion** can very well be carried out in conjunction with the work of the entire social studies unit. Such practice as is involved in this activity, as well as that suggested in Nos. 3 and 4, will serve the purpose of making the children conscious of the usage of pronouns. To recognize that the use of a word is not acceptable is a very definite step toward good speech habits.

Words and Ideas, Book 1:

Chapter 14: Adjectives and

Adverbs

Chapter 16: Speaking and
Writing

Chapter 17: Reading and
Listening

SOCIAL STUDIES UNIT VI:

6 weeks

How Canadian Culture Has
Been Enriched from
Many Sources

Introductory work in preparation for the study of **adjectives and adverbs** accompanied the early work in social studies. Their use throughout the term as **aids to effective expression** will have ensured a fair grasp of their functions. Chapter 14 now presents a useful body of knowledge about the two parts of speech, and clears up difficulties relating to them. After the chapter has been used just as it is given, further practice may be associated with Unit 6.

Pupils should consider one or more paragraphs (in a social studies or other text which they are reading) with a view to understanding the use of **adjectives to modify the meanings of nouns or pronouns**, and of **adverbs to modify the meanings of verbs, adjectives, or other adverbs**. They may try to find other adjectives and adverbs which would be equally effective in place of those given. Another interesting practice is to substitute phrases for single word adjectives and adverbs where such substitution would be sensible. In oral expression much practice will be required before pupils will use these qualifying parts of speech with desirable **variety and exactness**.

Since this section of the social studies program deals with people and their ways, adjectives and adverbs will be met and required frequently. To describe Canadians of French origin we use such adjectives as **hardy, energetic, happy, buoyant, thrifty**. The children may use the corresponding adverbs in sentences to describe how French-Canadians live and work.

Now, near the end of the program, the short social studies-language quiz becomes increasingly valuable. For example, a class studying the contributions of the Chinese to life in Canada may be

asked to write three or four sentences about these contributions. The teacher may say, "Be sure to use an adjective in one sentence, an adverb in another, and a verb phrase in a third." Or, "Why were the Chinese attracted to Canada? Make sure that your sentence contains a subordinate clause."

On another occasion the teacher may supply a sentence—"People have come to Canada from Italy, which is a country with a large population and few resources"—following it with such questions and directions as:

How many thoughts are expressed in this sentence?

Write the principal clause.

Find two adjectives in the sentence.

Write the statement word for each clause.

Which word joins the subordinate clause to the principal clause?

What part of speech is the joining word? How do you know this?

What phrases are used?

A few minutes spent on this type of practice daily will now combine the year's experience in language so that a firm basis is made on which to continue the development of the student's expression.

As the year's work draws to a close, it is important to assess progress in all the communication skills, to define achievement levels (both class and individual), and to point up further remedial needs and practice. Chapters 16 and 17 are proposed as foci for these purposes.

These chapters may, of course, be referred to earlier for the same purposes. Indeed, they should prove very useful as background information for the language profiles (Chapter IV, "Evaluation"), designed to promote continuous evaluation and practice. Conversely, the profiles should now be reviewed as indicators of specific needs in the study of Chapters 16 and 17, and in the review of other chapters as well.

It is suggested that as Unit VI proceeds, teacher and students should take "time out" frequently to discuss and (wherever convenient or necessary) practice particular skills. Group discussion and oral reports should be scrupulously evaluated for good and bad points in speaking and listening. While the teacher himself will bear the burden of evaluating written work, he should be aiming steadily at the development of habits of self-criticism on the part of the students. Each student should review his performance in *Reading for Meaning* (if this is in use)—checking his strength and weaknesses, and following with specific remedial practice under the guidance of the teacher.

Some of the more particular contributions of the language text to the above procedures are as follows:

Speaking: Chapter 16 provides a check list (No. 1, **Study and Discussion**) of nine important points. These can be amplified, where necessary, by reference to other portions of the text, especially

- a. The organization of ideas—referable to Part 3, **Arranging Words and Ideas**.
- d. Usage—referable to Part 4, **Language Patterns**.
 - i. (2) “And” and “so” sentences referable to Chapter 7, **Thinking in Sentences**.

Writing: The basic question here is, “Is this my best expression, revised to say exactly what I mean as clearly and as respectably as it can be said?” The check list in Chapter 16 (No. 2, **Study and Discussion**) directs attention to the mechanical qualities of writing (arrangement on the page, penmanship—not specifically discussed in the text) as well as to more fundamental matters (punctuation—Chapter 10, and spelling—Chapter 15). The still more basic considerations of diction, sentence structure and usage should be checked against appropriate chapters in Parts 2, 3 and 4.

Listening: Chapter 17 lists and explains, with abundant examples, the various kinds of listening which we do for various purposes (selective, concentrated, critical, etc.). Students should discuss the appropriateness of these kinds of listening to their social studies and other in-class and out-of-class activities; further, they should assess the effectiveness of their specific listening habits, and decide on the means of improving these.

Reading: As for listening, Chapter 17 (No. 5, **Study and Discussion**, provides some interesting practice in critical reading.) The results of the year’s work in *Reading for Meaning* should, of course, be discussed at this point.

General understandings and facilities should result from class discussion of communication habits and practice in techniques referable to radio, movies, recordings, and the various kinds of reading and writing that form a part of our extra-school lives.

The **Study and Discussion** section of Chapter 17 will be found especially useful in this regard. No. 2, for example, focuses attention on public signs and notices, Nos. 3 and 4 on radio listening, No. 5 on critical reading and listening with reference to propaganda and advertising. The discussion of critical reading and listening will suggest, for many students and teachers, a review of selected portions of Part 2, *Words and Ideas*, Book 1.

Words and Ideas, Book 1: “Special Language Skills”

Chapter 18: Group Discussion

Chapter 19: Summaries

Chapter 20: Reports

In addition to the general language understandings and facilities which form the basis of the language sequence (Parts 1 to 4 inclusive), students will need to be encouraged and assisted in developing particular language skills relevant to the social studies and to other in-school and out-of-school activities. The following are representative: group discussion, club and committee procedures, public meetings, making summaries, persuading, describing, explaining, taking notes, making reports, writing letters.

Most of these, of course, are skills which students need to use every day, and which they have—in some degree or other—already studied as techniques in the elementary school. At some they will be reasonably expert. All, however, will require further and much more mature study and practice.

Intensive study and practice of the above skills is to be spread over the three Junior High School years. To attempt all during a given year violates the principle of emphasis. Furthermore, there is not sufficient time for detailed work in each technique each year—although understandings and facilities once thoroughly established can be maintained and enlarged from year to year.

The skills singled out for special study in Grade VII are group discussion, summaries, and reports. They constitute the last three chapters in the text (18, 19, 20) and are introduced by the two more general chapters on communication skills: "Speaking and Writing" (16) and "Listening and Reading" (17). (These five chapters together form Part 5 of the text, "Special Language Skills".)

It is proposed that the chapters on group discussion, summaries and reports be regarded as handbook materials—for reference and guidance as required. Their placement at the end of the text, therefore, by no means signifies that they should be ignored until the latter part of the year. Quite conceivably all three might be used in some initial way during the first few weeks of the course—either just before the first attempt at each technique (for introduction and orientation) or during and after (for evaluation and improvement). Indeed it seems unlikely that students would complete the first unit without engaging in group discussion, making summaries and giving reports.

Chapter 18, "Group Discussion" (the sociological aspects of which have already been considered with reference to Unit V) should be used to help students solve the following problems:

1. Why do we engage in group discussion?
Not to win arguments, but so that we may know more.
To develop the habits and skills of co-operative thought and action.
2. How can we improve our group discussion?
By preparation, contribution, courtesy, keeping to the point, etc. (Summary and Review and Nos. 3 and 4, Study and Discussion).

3. **What are the different kinds of discussion appropriate to different purposes?**

Open forum, panel, ordinary discussion without audience (Nos. 1 and 3, **Study and Discussion**).

4. **What are the duties of the group leader or chairman, and how does he carry out these duties?**

(No. 2, **Study and Discussion**.)

Chapter 19, "Summaries," should obviously come in for reading and discussion very early in the year—when students first have occasion to take notes, summarize class presentation or discussion, or turn to books or other references for social studies information. It should also be referred to other school needs and to the retelling of stories for pleasure (No. 2, **Study and Discussion**).

The essential understanding is that a good summary gives the main idea or ideas clearly, together with selected minor details. Different kinds of summaries should be associated with different needs and purposes, as follows:

1. **Summaries in "point" form:** appropriate for note-taking and organizing class material—especially where categorical listings, logical order, or complex organization is involved. The importance of keeping topics or statements parallel in both main and sub-heads should be stressed. (Teacher and students might well return to Chapter 6 for sample outlines.)
2. **Sentence or paragraph summaries:** Also suitable for note-taking or the organization of class or other material of which the movement and details are narrative or descriptive rather than strictly logical or stepwise. Coherence should be stressed.
3. **Précis-type summaries:** suitable for reproduction in brief of stories and articles (all or part) for which it is important to keep the perspective of the original writer. Students should be encouraged to direct and test their efforts in terms of the critical questions included in the chapter.

Chapter 20, "Reports," provides material for the evaluation of both individual and class reports with emphasis on **fact-finding, clarity, orderliness, suitable length, and illustrative materials**. The sample given in the text should be used as a model for this kind of report.

Frequent reference to this chapter will be needed during the year.

SEQUENCE AND INTEGRATION GRADE VIII

The following chart, the language sequence for Grade VIII is shown against the Social Studies sequence in terms of the time blocks suggested for the latter. This is not intended to suggest that

the first four chapters of Book 2, for example, should occupy ten weeks, exactly (under varying circumstances, they may profitably occupy eight or twelve). Nor is it intended to suggest that there is any natural affinity between corresponding language and social studies units, although certain areas of specific relationship will be noted. The chart shows only a probable correspondence of language and social studies emphases in a timed program. The techniques for integration suggested for the Grade VII program on the preceding pages will, of course, apply equally well to the Grade VIII program which follows.

LANGUAGE			SOCIAL STUDIES
	Chapter		Unit
PART 1 Words and Ideas	1. The stock of English words. 2. Increasing our stock of words. 3. The kinds and uses of words. 4. Improving our use of words: language and the real world.	10 weeks	I. The geography of the Commonwealth
	----- 5. Improving our use of words: language and feeling.	8 weeks	II. The problems and achievements of Commonwealth trade.
PART 2 Arranging Words and Ideas	6. Organizing our thinking: the paragraph. 7. Organizing our thinking: the sentence.	10 weeks	III. How the Commonwealth came into being.
	----- 8. Sentence parts: subject and predicate. 9. Sentence parts: clauses and phrases. 10. Punctuating sentences.	10 weeks	

	LANGUAGE		SOCIAL STUDIES
	Chapter		Unit
PART 3 Grammar and Word Usage	11. Pronouns and nouns.	3 weeks	IV. How Canadian institutions have been modelled on British institutions
	12. Adjectives and adverbs.		

	13. Verbs.	5 weeks	V. How Britain developed a democratic government.
	14. Prepositions and conjunctions.		

	15. Pronunciation and spelling.	5 weeks	VI. How American culture has developed and affected that of Canada.
PART 4 Special Language Skills	16. Speaking and writing.		
	17. Listening and reading.		

	18. Language as social behavior.		
	19. Conversation by mail.		
	20. Investigation and report.		

It will be noted that the above chart, like that for Grade VII, makes no attempt to integrate the final three chapters dealing with specific skills. Here again it is expected that these chapters will be consulted early in the year.

While there are probably fewer instances of specific relationship between language and social studies in the Grade VIII program than in that for Grade VII, the following should be noted:

Part 1. The emphasis in Chapter 1 on the development of the English language is broadly referable to the Commonwealth emphasis in all the social studies units. Native words and ways of speech taken into English from various parts of the Commonwealth, for example, refer to Unit I; words from other countries with which the British have traded, to Unit II; words and expressions from America, to Unit VI.

Part 3. Chapter 15 calls attention to differences in British and American pronunciation and spelling—referable to Unit VI.

Part 4. Chapter 20 develops extensive ideas about free speech—referable to the study of communication and governmental institutions in Unit IV.

In addition to those techniques already suggested in the Curriculum Guide, the teacher will frequently discover variations of method called forth by a new situation or different students. However, the broad objective of the integration remains a constant which will bear repetition for the sake of emphasis. Again, in Grade VIII, the student is constantly coming in contact with new ideas about which his own thinking revolves. Consequently, old attitudes are reinforced and new ones formed; previous generalizations are reaffirmed and new ones reached. Language is the vehicle through which these processes are accomplished. Therefore, greater difficulty of subject matter must be met by growth in articulateness on the part of the student. This can be achieved by much oral and written practice in the expression of ideas supplemented by formal lessons to teach new concepts and to clarify recurring difficulties.

Infinite variety is the keynote to effective practice. A new topic makes the writing of another paragraph a new task. Notes in sentence form may stress the relative clause one day, the noun clause another. The assembling of some material in point form is just as much an English exercise as is the writing of sentences or longer thought units. A clear, brief oral answer to a question makes similar demands upon the student's vocabulary and ability to express himself as does the delivery of a report. In fact, the immediate answer has the advantage of being impromptu, thus calling forth the pupil's natural mode of expression, and giving him an on-the-spot opportunity to improve it.

Some examples of individual and class work follow.

Unit I: A short essay on wheat farming in Australia. After the content material had been presented as a report, possible paragraph divisions were discussed. This is the work of an individual student.

WHEAT FARMING

Australia uses about seventy per cent of its fertile land for growing wheat. The variety of wheat used is called "Federation". This wheat was developed by William Farrer, a man who did much for the wheat industry in Australia.

The wheat is grown mainly in Eastern Queensland, Victoria, Tasmania, New South Wales and a portion of South Western Australia.

The work of raising wheat in Australia is done under the co-operative system, so that now the old-fashioned equipment is being replaced by modern implements. Each farmer has a small number of sheep to help clear the fallow.

Wheat is one of Australia's largest exports. This is due to her small population which makes the home consumption of the country small.

(Note: The topic here made transition from one paragraph to the next natural and easy. Attention of the students was concentrated upon arrangement of ideas and suitable vocabulary.)
In studying the climate of Australia in connection with this

same unit, a paragraph was written which represented a class effort. Here, variety in sentence structure and in the beginnings of sentences was stressed.

CLIMATE

Australia has a very warm climate because of its proximity to the equator. The central part of Australia is one of the hottest areas in the world. The southern part and the south-eastern corner of the continent receive rainfall during the winter because they are directly in the path of the westerly winds. The south-east trade winds from the Pacific Ocean bring moisture to the eastern slopes of the Dividing Range. As these trade winds cross the mountains they lose most of their moisture and the interior of the continent is very dry. The Great Australian Desert is a trade wind desert. The north-east and north coastal regions form a monsoon area over which the wind blows towards the land producing heavy coastal rains. In the winter the northern districts are in the south-east trade wind belt and receive little rain.

Unit II: Summary in point form by an individual student following class discussion on the topic. Here, as so often in Social Studies, oral and written work go hand in hand.

ADVANTAGES OF COMMONWEALTH TRADE

I. Advantages to Britain

1. More trade
 - a. Markets available for manufactured goods
 - b. Raw materials available
2. Standard of living rose
3. Tremendous colonial expansion

II. Advantages to the colonies

1. Markets assured
2. Outlets for raw materials
3. Gained British protection
4. Raised standard of living
 - a. Education
 - b. Greater employment
 - c. Better food and living conditions.

(Note: In addition to the advantages to be gained from oral discussion to arrive at the above conclusions, there is great value in frequent practice in the orderly arrangement of ideas following a consistent pattern.)

Unit III: The following material is the product of group work. A large number of short topics, as in this case, lend themselves to preparation by groups of two or three students, then to revision by the class as a whole. This is not nearly so time-consuming as it may sound. All the small groups can work simultaneously. Then one member from each group can write the resulting short composition on the blackboard. Class criticism and improvement would follow.

HISTORY OF ENGLISH-IRISH RELATIONS

I. Ireland was under the rule of Irish chiefs. Pope Adrian IV granted the overlordship of Ireland to Henry II of England. From

the Irish, the English received Dublin which was called the Pale. By the fifteenth century Henry VII was on the English throne, and matters were much the same . . .

IV. King Charles I quarrelled with Parliament over the control of public money. Then there was a serious uprising in Ireland. Charles was beheaded and Cromwell took over the power. Uprising was severely put down and hatred grew . . .

VIII. William Pitt the Younger decided that it would be a good idea to join Ireland to England. In order to do this they had to bribe the Parliament members to give their consent. In the Act of Union in 1800 they joined Ireland to England. Now there was one combined Parliament for England, Ireland and Scotland. England did not fulfil the promises to the Catholics and the Irish began to hate the Union . . .

X. In 1869 the Irish church was disestablished and we had the Church Disestablishment Act. There was still the land dispute and the problem of absentee landlords. The Irish began to work for Home Rule which really meant self-government.

In connection with the same unit a good deal of use was made of the single paragraph composition written by individual students for their own notebooks. Thus: (under the heading "How the Commonwealth Came into Being")

CANADA

Canada, which belongs to the British Commonwealth, was first claimed for the French by Cartier in 1534. The first permanent settlement was by Champlain in Quebec in 1608. Fur trade which paid for explorers and missionaries was carried on. The French settled along the St. Lawrence, and Royal Government came. New France had a modified feudalism. Rivalry grew between the French and English over the fur trade. It finally led to an outbreak of hostilities in 1756.

Unit IV: Notes in point form have an important place in Social Studies. Such notes also have value as English exercises. Pupils need to learn to discriminate between subject matter which may be recorded with the greatest brevity and that which required to be written in sentences or paragraphs to show that cause and effect or the development of events has been understood. Here is material which can quite obviously be dealt with briefly.

ENGLISH CUSTOMS OBSERVED IN CANADA

I. In our homes

1. Carolling at Christmas
2. Plum pudding at Christmas
3. Afternoon tea
4. Way of eating (with knife and fork)
5. Yorkshire pudding
6. Apple sauce with pork
7. Language
8. Washing on Monday

II. Everyday Work

1. Pride in your work
2. Trade Unions.
3. Workmen's Compensation

4. Pensions
5. Responsibility of management for labor
6. Apprenticeship system

III. Trade and industry

1. Fair Trade—government standardization of weights and measures,
government inspection of foods
2. Trading companies
3. Banking system

VI. Government

1. Democracy—parliamentary government
2. Free speech
3. Freedom of the press
4. Cabinet system
5. Universal suffrage

VII. Justice

1. English common law
2. Right to a fair trial
3. Fair play
4. Observance of the law

X. Christian tradition

1. Sunday observed as a day of rest
2. Freedom to worship
3. Respect for the Christian church

Unit V: An exercise in which a group of noun clauses completed the subject and verb of the heading:

The Chartists demanded (1836-1848)

1. That a new parliament should be elected yearly.
2. That every man should have a vote.
3. That the country should be divided into electoral districts of equal population.
4. That candidates for election should not be required to own property.
5. That voting should be by ballot.
6. That members of parliament should receive payment for their services.

Unit VI: A chart showing a comparison of Canadian and American radio broadcasts on a Monday evening between five and ten p.m.

American	Canadian
Wild Bill Hickock	News
Dollars and Sense	Melody Magic
Favorite Story	News
Broadway Is My Beat	Barry and Betty
Theater of Romance	It Seems to Me
	Curtain Calls
	Take a Chance
	News
6 American Programs	8 Canadian Programs
Out of 14 programs approximately 43% of them were American.	

In the same unit, further work in point form, and a short note in paragraph form written as an English exercise following student research and oral reports:

ORGANIZATIONS WHICH HAD THEIR ORIGIN IN THE UNITED STATES

1. National Parks
2. Junior Red Cross
3. March of Dimes
4. Blue Cross Hospitalization
5. Cancer Society
6. Rotary
7. Lions
8. Kiwanis
9. Gyro
10. Chamber of Commerce

MARCH OF DIMES

The March of Dimes was organized by President Roosevelt for victims of polio. The president was a polio victim himself. He thought everybody could afford to give a dime to such a good cause. This organization is now being carried on successfully in Canada and is hard at its work.

SEQUENCE AND INTEGRATION, GRADE IX

In the following chart, the language sequence for Grade IX is shown beside the social studies sequence. The suggested time blocks for the language studies will naturally be flexible, and will not necessarily coincide exactly with the time suggested here for the social studies units. A teacher may find it advisable to introduce a chapter in the language text at a point of time outside that indicated in the chart. The cumulative nature of language studies will necessitate the return to some chapters at a time which will be dictated by the needs of the class. However, it is recommended that the chart be used confidently as a guide inasmuch as a reasonable association of certain language learnings and social studies content and skills is offered here. In addition, the chart provides for a systematic coverage of the required language program.

Chapter		Unit	
PART 3	12. Reference materials and techniques	6 weeks	I. How environment affects living.
PART 1 Words and Ideas	1. Words and human relations 2. Words, things and ideas 3. Fact language 4. Fiction language		
PART 2 Organising Words and Ideas	5. Sentence efficiency 6. Sentence parts and patterns	6 weeks	II. How industrial expansion has led to labor and business organization.
	7. Developing ideas: the paragraph	8 weeks	III. How American cultures were developed through European settlement
	8. Developing ideas: Longer thought units.	4 weeks	IV. How industry is affecting home and community living
PART 3	10. Business meetings 11. Business by mail	6 weeks	V. How we carry on democratic government in Canada
	9. Kinds of speaking and writing	4 or 5 weeks	VI. How our homes and communities provide for man's cultural needs
PART 4 Word usage and grammar	(NOTE: Alphabetized handbook; used largely throughout course through cross references in earlier chapters.)		

There has been no attempt in the chart to integrate Part 4 which embodies a grammar handbook and exercises. It is expected that this section will be used throughout the year at the discretion of the teacher and through cross references in earlier chapters, and will be employed literally as the name handbook implies.

The following specific relationships should be noted:

Part 1—The emphasis in Chapter 1: "Words and Human Relationships" has a broad reference to the Grade IX course: "Canada in the Western World". The same may be said of Chapter 3: "Fact Language." Chapter 4: "Fiction Language" has specific reference to

Unit VI where the chief concern is with the term culture as applied to the finer things of life and where attention is given to the place of literature in life. Part 3, Chapter 10, which is devoted to business meetings, is associated with Unit V on government from whose operations parliamentary procedure is derived.

It is hoped that the examples of student work included here will demonstrate the practical possibilities of the integration and illustrate the results which may be achieved. In addition, the following general considerations, if borne in mind constantly throughout the term, may help to make the integration more natural and therefore more profitable.

When the student enters Grade IX, he will be accustomed to using language as a tool or vehicle for his thinking in and expression of social studies. This association will be further cemented or will tend to become habitual through the example set by the teacher. In the course of any lesson in social studies, the teacher will encourage the pupil in the following manner. "You have repeated this noun; can you think of a synonym to use instead?" "Will someone suggest a more expressive or stronger verb to use here?" "Will someone suggest a type of clause to use in place of one of these short sentences?" Such use of the nomenclature of the English language will serve as a constant reminder to the pupil that language is a communication skill and that his proficiency in social studies is largely dependent upon his use of language.

At this stage of the pupil's development, better results and an observable improvement are more likely to be obtained from short exercises in both oral and written work. In the former, a prepared exercise of some length is bound to be reproduced to some extent by memorization, at least by the better pupil. On the other hand, an impromptu one-minute talk is bound to demonstrate the articulateness of the pupil. In addition, in a talk consisting of only a few sentences the pupil can give his attention equally to his expression and to the content material involved. His listeners will be able to divide their attention similarly. The one or two concrete suggestions they have to make for the improvement of his expression will make a strong impression on both speaker and listeners.

In the case of the one-paragraph composition, the necessity of devising topic and concluding sentences as well as transition words and phrases is repeated every time such an exercise is undertaken. However, the mistakes and awkwardnesses of one exercise are not so likely to be repeated in the next as they are throughout the paragraphs of an essay. It is very important with the Grade IX pupil, as with a younger child, not to discourage him with the multiplicity and therefore seeming hopelessness of his own mistakes. This can easily happen because of the enlarged and more difficult vocabulary he is expected to master, as well as because of the increase in the volume of subject matter with which he is confronted. Practice in expressing himself in many short exercises is calculated to lessen the difficulties attendant upon the introduction of more advanced work.

Similarly, it is advisable to pursue a practical policy with regard to the correction of written work by the student. To completely re-write an exercise is time-consuming and often lacking in interest to such an extent that not only are old errors repeated but often some new ones are made. The pupil might better form the habit of providing a space labelled "Correction" just below each written exercise. Here, spelling mistakes would be corrected. Single sentences containing errors in English would receive attention, also. A poor topic sentence or a sentence containing an awkward construction would be re-written, the pupil's whole attention being devoted to a specific need for improvement. Such corrections can be attended to in class time when the pupil can confer with the teacher who will give individual help or a word of praise for the achievement of self-improvement. If these sections of the pupil's notebook are labelled conspicuously, he can be encouraged to refer to them for help in preparing future exercises. While one pupil is conferring with the teacher, the rest of the class will be engaged in research or a new piece of work which each can carry on independently for the time being.

To sum up, the pupil on leaving Grade IX should regard language as a skill in which he needs to be proficient. He should feel that, in the integration of language with social studies, he has made measurable progress towards acquiring that proficiency.

The following section contains examples of the work of Grade IX students who are studying the integrated course.

Unit 1: A one-paragraph composition to introduce the study of the taiga region, the work of an individual student.

THE TAIGA REGION SIZE AND LOCATION

The word "taiga" is Siberian, and means the land of the ever-greens. This great region covers the bulk of the high latitudinal lands and is about one-fifth to one-sixth of the earth's surface. It covers all the way around the globe, from Alaska and northern Canada to Norway, Sweden, Finland, Russia and Siberia. The latitude of this belt is fifty-six to eighty degrees, but in the southern part of the globe there is no taiga as the corresponding latitudes fall on water and islands. If you look at a map, you can see that the taiga overlaps onto the plains region, and if you were to take the trees away, it would be a continuation of the plains. The taiga is distinguished as the most distinctive forest region in the world. It is bordered by the tundra on the north, the plains on the south and water on the east and west.

The foregoing paragraph was one of the first efforts of its kind in the year's work. Research, discussion and organization of material preceded the writing. The teacher and class discussed the need for the meaning of topic and concluding sentences. Without reference to grammatical construction or types of sentences at this point, the desirability of varying the beginnings of sentences was brought out.

Before the writing of the first paragraphs takes place, some teachers may prefer to turn to a preliminary study of Chapter 7 of the language text. Whichever method is used, discussion or textbook study, the student will be helped to establish an understanding and systematic approach to the task of paragraph writing which will form a sound basis upon which to build during the year.

Unit II: Notes in outline form made by an individual student following the delivery of a report to the class.

ROBERT OWEN

I. Life

1. Born in England in 1771
2. Father a successful businessman
3. Poor education for son
4. Worked in drapery shop
5. Manager of cotton mill at age of nineteen
6. Reformer and socialist
7. Manager of Lanark Mills in Manchester

II. His Work

1. Worked for passage of first factory act to have no children in factories
2. Failed because of lack of inspectors and greedy parents
3. Set up store in factory
4. Bill in 1833 stated no night work to be carried on
5. Owen called "Father of Factory Acts"
6. Leader of co-operative movement
7. Set up co-operative town in Indiana, U.S.A.
8. Early labor movement called for better working conditions (Chartist Movement)

Important preparatory steps preceded the writing of notes in the simple outline form indicated above. The student who delivered the report questioned the class on the content material. Teacher and class discussed the material and its division into the two topics as shown. Since the purpose of such notes is to preserve information for future use, brevity is desirable; hence the use here of incomplete statements. The advisability of adopting a system for numbering topics and points in such an outline was the third and last matter stressed in this lesson on writing notes in outline form.

Unit II: Class summary of conclusions or generalizations to be drawn from the study of this unit:

1. Where industrialization takes place, social legislation is needed.
2. Industrialization usually gives a country a high standard of living.
3. Without corporations, large-scale industries could not be carried on.
4. Without the invention of precision machines, large-scale industry could not have reached its present peak.

5. The Industrial Revolution greatly affected the artifacts of the cultures of different countries.
6. Unfair treatment of workers led to the formation of unions and co-operatives.

These sentences were the result of a class effort during a discussion which took place towards the end of the study of this unit. In this way one sentence was often the work of several students where one suggested a statement upon which others in turn improved. Sometimes the improvement was a change in the order of the sentence suggested by the teacher, as in Sentences 3 and 4 above where the prepositional phrase was placed at the beginning of the sentence for the sake of emphasis.

The purpose of the discussion was to make generalizations in view of the studies carried on in the unit. It will be noted that the correspondence between these and the understandings contained in the specific objectives of the unit is as follows:

Sentences 1 and 6 with Objective 1 and Objective 3.

Sentence 3 with Objective 2.

After further teacher-led discussion Objectives 3 and 4 were reached in the following sentences:

7. Large-scale business made social legislation necessary.
8. Labor and management are interdependent.

Unit III: A class essay:

THE AMERICAS GAIN THEIR INDEPENDENCE

The colonies in the Americas were a long time in gaining their independence from the mother countries. Spain was one of the first to explore and claim land in the New World. Unlike other countries, she did not take colonies mainly for settlement but for wealth. On the other hand, the British colonized North America to obtain freedom of religion and to make a new start in life. Portugal, another exploring power, also gained much land and wealth in the eastern part of this land of opportunity.

Later, when the land was settled the desire for independence grew. Because Napoleon had overthrown Spain and put one of his relatives on the throne, the colonial people felt they owed the new king nothing. The colonies seized the chance of breaking away from Spain as the Spanish had been exploiting them. Similarly, colonies of Britain were glad to gain independence as they were being taxed highly without representation. Another country which had a desire to gain independence was Brazil which was ruled by Portugal. Being under pressure from Napoleon, the Portuguese ruler fled to Brazil where he ruled. Although the colonies felt the desire for independence for different reasons, they all followed the same path.

This path was one of revolutions but not always of bloodshed. The thirteen colonies, after a bitter war lasting seven years, finally broke through to gain independence and led the way. Two outstanding leaders who helped the colonists to free themselves were Franklin and Washington. O'Higgins and Bolivar were two men who led the South American colonies to independence in the same way. On the other hand, Brazil gained its independence by the emperor's abdication. These countries today all have republican governments.

Material for this essay was drawn from reports prepared on several countries of the New World. First of all the class discussed and built the plan for the essay. Then, with some students working at their desks and some at the blackboard, the essay was written sentence by sentence. In this way, one sentence was often the work of several students, the efforts of several being combined or one pupil's work being improved upon by others.

Although the teacher influences the work done in a class essay through constantly asking questions and inviting discussion, the work is essentially a product of class effort. Results in such a project will vary from class to class. This may best be demonstrated by a study of the same subject written upon by a different class under the direction of the same teacher.

THE AMERICAS GAIN THEIR INDEPENDENCE

The Americas which make up a fair part of the world were once colonies without independence. The majority of these settlements from Mexico south were under Spanish rule. The land north was discovered and settled by the English who called it the Thirteen Colonies. As the settlements grew the colonists had a desire for independence.

This desire first arose in the British Colonies whose action led to the American War of Independence. Taxation without representation was the basis of this upheaval. Not long after, the Spanish colonies also wished independence because of unjust rule from the mother country. However, the gaining of independence for these colonies was a slow and hard-fought struggle.

The Americans were the first to gain their independence by means of the American Revolutionary War which began in 1776. The war was touched off when the British government put taxes on stamps and necessities as well as enforcing regulations that the colonists thought were outrageous. The famous General George Washington and the immortal Benjamin Franklin were leading men in the War of Independence. The seven years of war ended in a victory for the American forces. The Spaniards, after seeing what was happening between the Americans and the British, took advantage of the Napoleonic Wars and won their independence. Simon Bolivar who was the great Venezuelan patriot led the settlers against Spain. O'Higgins, an Irish immigrant, after one hopeless try convinced the Argentine government to support him in defeating the Spanish. This ended in victory for Chile. Thus courageous men fought and gained independence for the Americas.

Unit V: Note in paragraph form written by an individual student:

THE PASSAGE OF A BILL

A bill is any legislation that comes to be passed by Parliament. There are two kinds of bills, public and private. A public bill is one which concerns the people as a whole. The private bill is one which allows corporations to form or which deals with any business concerning just a few people. The money bill is a special kind of public bill. It concerns the spending of large sums of money and must be introduced in the House of Commons. All bills must be approved by both the Senate and the House of Commons. Before a bill is passed it must be read three times by both the upper and lower house. After the first reading there is a vote. A discussion and vote follow the second reading. The third reading is voted on and the bill

is passed on either to the Senate or House of Commons. After the second part of the legislature has read the bill three times and voted on it three times, the Governor-General is asked to sign it. Thereupon, after a long procedure the bill finally becomes part of the law of the country.

The material contained in this paragraph was taught to the class by the teacher. There followed questions and discussion to make sure that the lesson was well understood. The students were afterwards asked to write the note in paragraph form. Although a good deal of attention is paid to the essay in Grade IX, students derive much benefit from frequent practice in the shorter one-paragraph composition. Marking, revision and re-writing of these exercises are comparatively easy from both the teacher's and student's viewpoint.

CHAPTER VIII

CORRELATED AND SUPPLEMENTARY ACTIVITIES

The following activities are intended to supplement the **Further Study and Discussion** sections of *Words and Ideas*, Book 1. Many of them show correlation with social studies material.

In order to give the most concrete possible aid to the teacher, each item is addressed to the student, as in the text itself. The teacher should, of course, adapt or modify any or all items in terms of his own teaching plan or procedures.

Chapters 18-20, *Words and Ideas*, Book 1, as technique areas, are not included. The sociological emphases of Chapter 18 (group discussion), however, are correlated with Unit V.

CHAPTER 1: What Language Was and Is

1. What differences have you noticed in the kind of language spoken by (a) you and your friends, (b) your family and other families, (c) the people of your home town and of other towns or provinces or English-speaking countries? How do you account for these differences?

2. What would be some of the results of a breakdown of communication by print and writing, by telephone, by telegram, by radio (a) within your local community, and (b) nationally or internationally?

3. Of the four main difficulties of language set forth on pages 7 and 8, which do you think will be the hardest for you to overcome? Which do you think most people need to work hardest on? (It would be interesting for you to return to these questions at the end of the year, or after you have spent some time in study and practice.)

CHAPTER 2: Words As Symbols

1. From time to time in your conversation with friends and classmates, and in your general reading and listening experiences both in and out of school, you will come across inaccurate or vague language. Watch particularly for (a) the faulty use of abstract words, or words of more than one meaning (as in Items 12-13), and (b) untruths or half-truths—statements which do not fit the facts (see pages 12-13).

Make a note of such language (preferably copying it down if it is not already in writing or in print), and bring it up for class discussion at the first opportunity.

2. Are you ever conscious of “stretching” the meanings of words? Perhaps if you discuss this habit honestly with your classmates, you will find that all of us are guilty of it now and then. In what ways may it be dangerous?

3. Recently there has been some discussion about whether Canada should be called a "dominion" or a "realm". In your opinion, how important or unimportant is this question? Why? (Are the above words abstract or concrete?)

4. Nicknames provide an interesting study of our attempt to make names "fit" people. In some cases they seem to fit very well; in others, not at all well. At times, nicknames result from our attempts at humor (when, for example, we call a timid little fellow "Butch," or a big person "Tiny").

Write or give orally a brief description of someone whose nickname seems to fit—either because it is very suitable or very unsuitable (as above). Or tell about the situation or the happening that gave him his nickname, letting the class guess what the nickname might reasonably be. If they can't guess, tell them.

CHAPTER 3: Words and Experience

1. We have noticed that the meanings of words depend on our experience of the things they stand for. **Coal mine**, for example, means one thing to a person who goes to a dictionary for information about it, another and a thousand more things to a person who descends the shaft daily.

In what part or parts of Canada, or for people of what occupation or occupations would you expect the connotations of the following words to be broader, or the denotations clearer?

apiary	forest	precipitation	rust
crag	Fundy	poultry	shot blade
drill	logging	range	sugar
fallow	prairie	roundup	timber

2. Write down some of the meanings (connotations) which you associate with each of the following words. Compare your meanings with those given by other members of your class, and where the differences are considerable try to decide on the cause—that is, differences in experience, or other differences leading to differences in experience. Discuss each column separately.

car	dusting	basketball	appendectomy
baby-sitting	hockey	movies	book
doll	hunting	horses	gasket
football	motor	stamps	insurance
lath	sewing		deposit
petit-point			

3. Write a paragraph on either of the following:

- an unusual meaning which you attach to a certain word because of an unusual experience (compare the story of coal and Christmas trees, page 22.)
- "What means to me" (usual or unusual meanings attached to the word.)

4. From your general reading (in school or out of school) note and bring to class for illustration and discussion passages which show words carefully chosen for precision (denotation) and rich meanings (connotation).

5. Reread a bit of your recent writing, deciding whether your words have clear denotations, and whether they are likely to have the same connotations for others as for you. Decide on substitutes, where necessary or desirable.

CHAPTER 4: Words and Feeling

1. Tell a brief story or describe a scene or situation from two or more points of view, as in Items 7 and 9, pages 33-34. The following are suggestive:

- (a) The depths of a hardwood forest as experienced by (1) a lumberman, and (2) a person who is lost.
- (b) A rainy day as viewed by (1) a farmer whose grain is in need of moisture, and (2) members of a family about to start for a holiday at the lake.
- (c) "The winning play" of a critical hockey game as seen by (1) a supporter of the winning team, and (2) a supporter of the losing side.

2. Imagine that you are trying to convince someone that he should do as you want him to: come to a show with you, for example, go on a hike next Saturday, help you fix your bike after four, or join your club. Write what you would say to him.

Now notice the kind of words and expressions you have used. Are any of them exciting or emotional?

3. Make mental or written notes of the ways in which those around you use the terms **good** and **bad**: that is, what words do they use them with, and what do they mean by them? Compare different meanings in class discussion.

4. Have you ever had the experience of buying an article, sight unseen, from its description in a catalog or advertisement. Did the article "live up to" what the ad said about it? If not, compare the words and expressions used by the ad, and by you, in describing the article.

5. Collect illustrations of name-calling, noting how this use of words tends to influence you and others.

6. When you next read poetry, notice and discuss the tendency of poets to use exciting words.

CHAPTER 5: The Kinds and Uses of Words

1. What are the nouns in the following sentences? Which of them have their meanings modified by adjectives? (Remember that many words may be used as either nouns or adjectives, depending on their particular use in the sentence.)

Many factories in Alberta make breakfast foods from grain.

Dairy products are an important source of farm revenue.

Gold, silver and platinum are precious metals.

Waterfalls provide a cheap source of power for the operation of factories.

Rich forests of spruce and pine abound in northern Ontario.

Which of the nouns are general words, and which are more exact or specific? Are there any proper nouns? Are the adjectives exact enough to make the meanings of the nouns clear?

2. What are the verbs in the following sentences? What are the adverbs? Which adverbs modify verbs, and which modify other words (parts of speech)?

In the factories of British Columbia, machines quickly prepare fish for canning.

A conveyor belt takes the tins of fish outside to the packing room.

The factories make thousands of tins of fish daily.

In many business enterprises, the profits come slowly for a while, and then, suddenly, very fast.

Very high profits usually go with very low operating costs.

Are all the verbs and adverbs in the above sentences as exact as they should be? Suggest better ones where you see chances for improvement.

3. Notice the nouns and verbs in passages from texts or other references selected by your teacher. Are they general or exact, suited or unsuited to the purposes for which the writer uses them? Do any of them have descriptive qualities (see pages 36-37)?

4. Notice also the adjectives and adverbs, deciding what they modify and discussing their suitability as modifiers.

5. Decide what part of speech is served by each of the underlined groups below. In the case of adjective and adverb groups, tell what each modifies.

Wool is shorn from the sheep in the spring.

After shearing, the fleece, rolled into bundles, is sent to the mill.

The fleece must be washed once again when it reaches the mill.

Carding is an operation which pulls the wool fibres apart.

In the spinning process the fibres are drawn out into a single yarn.

CHAPTER 6: Organizing Our Thinking

1. Grouping related ideas is of very great importance in any kind of communication. It not only enables the reader or listener

to understand more easily, but also helps the speaker or writer to plan and think more clearly. This is so whether we are dealing with abstract ideas (like "The Advantages of Talking and Working Together," on pages 48-49), or more concrete ideas (like community services and the people who provide them, on pages 50-51), or even a process of production or manufacture (like those you study in Social Studies Unit II).

Below is an outline of ideas for a report on "Sugar from Beets." But it is not a very good list: the ideas that belong together (1) are not all grouped together, (2) are not all in the proper order, and (3) are not expressed in similar ways (some are nouns, some are topics, and some are complete sentences).

Rearrange and restate the outline as necessary to make it into a clear and logical plan. Study it carefully first. You will probably find that there are two or three main divisions within which the ideas should be grouped.

Farmers bring beets to receiving stations.

From receiving stations to factory.

Sugar comes from beet liquid.

Washing and slicing of beets.

Beet slices are then stored in large tanks.

Warm water treatment takes juices from beet slices, including impurities.

Removal of impurities.

Bleaching.

Evaporators change the liquid into a syrup.

Boiling.

By-product is molasses—not palatable, so sold for cattle food.

Centrifugal machines, which separate the sugar from the liquid.

Yeast and sugar are also by-products of molasses.

Pulp used for cattle food or fertilizer.

Growing of sugar beets requires much labor—deep plowing, thinning, cultivating.

Sugar beets are good for the soil.

Labor costs high.

2. Use the procedure outlined in Item 3 (page 52) to plan a class or group writing project of interest or importance to all members of the group. Your topic might relate to school study or activities (social studies, for example, or science or physical health), or to broader out-of-school interests. The following topics are suggestive of the latter.

The values of student government

All kinds of sports for all kinds of people

The movies we see

3. Plan and write individually a composition on any topic of personal interest—perhaps a more detailed discussion of a part of one of the larger topics noted under 2, above, or one of the following:

Parents sometimes come in handy

Money troubles

The fine points of baseball (basketball, or other sport)

CHAPTER 7: Thinking in Sentences

1. Examine the grouping of ideas in sentences on a page of a social studies or other reference book, or of your language text (page v of the Foreword would do). Notice that some sentences are short (presenting only one idea) and that others are relatively long (combining two or more closely related ideas).

(a) How many words are there in the shortest sentence? The longest sentence? What is the average length for the paragraph (or page)?

(b) Discuss the question of whether this variety makes sentences more interesting and effective than they would be if all were more nearly the same length. Give reasons for your judgment.

2. Examine sample passages of your own recent writing, noting whether related ideas are effectively combined, and how your sentences compare in length with those of the passage examined under 1, above. What does this comparison show you about how you can improve?

3. Which of the following sentences are complete, and which are sentence fragments? Identify the subjects and predicates of the former.

Between Quebec and France.

Champlain sailed back and forth between Quebec and France.

Meanwhile he sent young men out to explore the country. Studying the geography of the new land and making friends with the Indians.

Later Champlain travelled inland himself.

Wounded by the Iroquois.

But he recovered.

From east to west.

The river runs from east to west.

With so many clouds about, the day was mostly dull.

A dull, dull day

With so many clouds about, and scarcely a touch of sun.

The sun shone.

The sun, tinted with bright colored clouds.

The sun, tinted with bright colored clouds, gave forth a gentle warmth.

4. Identify the simple subjects and predicates in the following sentences. Are there any group subjects or predicates (compare Item 6, pages 61-62)?

Count Frontenac had been recalled to France in 1682.
Now, in 1689, he was coming back again.
The lives of the settlers were in danger from the Iroquois.
What Frontenac feared was that they would attack.
France had gone to war with England.
Hudson Bay was the scene of a battle between Iberville and the English.

I can't be running up and down all day.
Down the home stretch came the last of the horses.
Two minus two leaves nothing.
Wherever Mary went, the lamb went too.
Wherever Mary went was good enough for the lamb.

5. Identify each underlined word or word group as subject or predicate (simple or complete), as modifier of the subject, or as modifier of the predicate—telling what part of speech is served by each, and (if it is a modifier) what it modifies. (Compare Item 7, pages 61-63.)

La Salle wanted to found a colony on the Mississippi.
He came to Frontenac for money.
Frontenac, eager for money himself, agreed to help him.
The two men decided to build a trading post.
This trading post was built after a meeting with the Iro-
quois.

Our new house is the best of the lot.
Some friends of yours came to visit you.
The frisky wind was blowing in every direction.
The trusty old ship, weakened by the storm, managed to
make port.
Stay as long as you like.

(Note: Sentences for the above three items should be kept simple, since students have not yet been introduced to clauses, phrases, or to linking verbs or complements. Sentence examples should therefore be chosen or constructed very carefully by the teacher.)

6. Write an account of something interesting that has happened to you lately, or a set of directions (how to make something, or how to get from here to there), or an explanation of any kind. Take special care with the grouping of ideas in sentence units, as stressed on pages 53-56.

CHAPTER 8: Using clauses to show relationships

1. In each of the following, decide which of the two sentence ideas is more important or emphatic, and how the writer made it so.

Although the British government gave the Loyalists free supplies and land, they suffered many hardships.

Although the Loyalists suffered many hardships, the British government gave them free supplies and land.

The Loyalists suffered many hardships, although the British government gave them free supplies and land.

While the Nova Scotia Loyalists came by sea, the others travelled overland to Canada.

The Nova Scotia Loyalists came by sea, while the others travelled overland to Canada.

2. Use subordinate conjunctions or relative pronouns (see Item 2, page 71), **where necessary or desirable**, to show clearer relationships in the meaning of each of the following sentences or sentence groups.

Simcoe was a British officer and he had fought in the American Revolutionary War.

The governor feared war with the United States. He prepared the province for defence.

He formed the settlers into groups and he drilled them as soldiers.

Simcoe called the first parliament of Upper Canada in 1792 and only sixteen members had been elected and some of them were too busy in the fields to attend.

Upper Canada needed more people but there were only ten thousand in the province.

Mr. Haines was driving and he saw the child just in time. The natural wealth of any country should bring wealth to the people. They should not be selfish about it.

It's raining heavily now and you had better wait for an hour or so.

Tell me your secret and I'll tell you mine.

Martin played only during the first period. His injured knee was acting up again.

Our team was good, but theirs was better.

The Grade VII class put on a play. It was enjoyed by everybody.

Don't tell me what to do next. I know.

3. Does the subordinate clause in each of the revised sentences of Item 2 (above) serve as adjective or adverb? What does it modify?

4. What are the conjunctions in the following sentences, and what sentence parts do they join? (See pages 69-70.)

Alexander Mackenzie and Simon Fraser followed river routes to the Pacific Coast.

David Thompson crossed the Divide and followed down the Columbia.

The going was hard, but the courage of the explorers was great.

By one route or by another, they all reached the ocean.

The North-West Passage had been found, although it was different from what men had expected.

The city is pleasant enough in the winter, but in the summer we all like to be in the country.

We want green fields and sunshine, or trees and cool shade.

Although there are the usual attractions in the city, the pavements are hot and the air is sticky.

Lakes and steamers look good to us.

The highways are crowded but the excitement of travel cannot be denied.

Which of the above conjunctions are co-ordinate, and which subordinate? Rewrite two of the sentences—replacing co-ordinate conjunctions and principal clauses by subordinate conjunctions and clauses.

5. Identify the following sentences as compound or complex.

While England was fighting for her life in Europe, the War of 1812 broke out in America.

The Americans had become angry when the British stopped and searched their ships.

Some battles were won by the Canadians and British; others were won by the Americans.

The British had the strongest fleet in the world and they lost most of the sea battles.

The Americans had hoped to conquer Canada easily and they could not do this.

Some of the boys were swimming; the rest were playing ball.

The curlers waited till the ice was clear.

We kept shoving and shoving and still the car wouldn't move.

We must help the war orphans but they can't help themselves.

When the locomotive managed to climb the steep grade there wasn't much power to spare.

Some of the above sentences could be improved by a change from compound to complex, or by the use of more accurate co-ordinate conjunctions. What sentences are these, and what changes would you make?

CHAPTER 9: Using phrases to show relationships

1. The part played by the North-West Mounted Police in the settlement of the West can hardly be overestimated. Although at

first the Indians looked upon them with suspicion, they were soon looking to the Mounties for protection as well as for punishment. To the white settlers the Mounties were, of course, a very great help in time of trouble.

(a) What prepositional phrases do you find in the above passage? What part of speech is served by each, and what does it modify?

(b) Find a subordinate clause. Tell what part of speech it serves, and what it modifies.

2. Which of the following are phrases? Which are clauses, and which are complete sentences?

From top to bottom.

Before our arrival.

We arrived.

In the St. Maurice Valley.

While we were making our way along the valley.

We made our way along the valley.

Build the phrases and clauses into complete sentences. What part of speech does each clause and phrase now serve, and what does it modify?

3. Supply suitable prepositions for the following blanks. Remember that they must not only express the desired meanings, but be "correct" as well.

Jerry came home early out of respect his mother's wishes.

..... any luck, we'll arrive noon.

You're no help me.

I was Bert's house yesterday afternoon.

The timid youngster hid the kitchen door.

The principal agreed the students' proposals raising some extra money.

Our fears the safety of the missing boys grew greater as the sun went down.

..... your help we'll finish the job much sooner.

Let's divide the money the five of us.

We're well satisfied our new school.

CHAPTER 10: Punctuating sentences

1. The following paragraphs lack both capitals and punctuation. Read them through—then decide where sentences should begin and end, and what internal pauses there should be. Punctuate accordingly. Are the points you decide on different from those made by other members of the class? If so, which are best, and why?

it is extremely difficult even impossible for travellers riding the canadian pacific across the continent today to appreciate all the problems of constructing this great railroad there were rocks to cut through there were swamps and rivers to bridge most difficult of all there were the rocky mountains to cross

soon after sir john a macdonald again became prime minister in 1878 he persuaded a group of montreal business men to form a company to build the railway construction began in 1880 five years later in only half the time estimated for the job the line was completed much of the credit must go to the business men especially donald smith and george stephen but to sir john a macdonald whose courage and determination never weakened must go our greatest praise and gratitude.

2. What punctuation mark would be most meaningful and correct where spaces occur in the following sentences? Are there any choices—one of two or more marks that would be equally satisfactory?

With the coming of the railway settlers no longer had to make the long wearisome journey westward by ox-cart.

Once they were producing grain they could ship it to any part of the world.

Near the end of the century the Canadian government through various kinds of advertisement encouraged people to come west.

The railway company too advertised the west it had land to sell.

The railway company advertised the west for it had land to sell.

Some of the settlers bought their farms from the C.P.R. others from the "land companies."

3. Insert any necessary or desirable punctuation in the following sentences.

We'll need butter eggs and some milk for the children. Don't try to jack the car any higher it may slip off.

Bill Jones whose father owned a ranch was quite at home in our new surroundings but the rest of us especially those who had never been far from the city found everything strange and somewhat frightening.

My horse was fresh his was tired by the day's travel.

Here are the tools you must bring pliers screwdriver and wrench.

I had enough money to pay for Harry and the rest of the gang can pay for themselves.

Most of the rooms were hot and stuffy but ours I must say was comfortable enough.

Most of the rooms were hot and stuffy but I must say that ours was comfortable enough.

CHAPTER 11: Habits in speaking and writing

1. As you listen to the people of your community talk, you will probably notice that most of them use informal English. Do you hear much slang? Many vulgate expressions? Any formal English?

Give examples of what you mean by each? How effective or ineffective do you consider them?

2. The following expressions are mostly of the kind known as vulgate. What would you substitute to make them respectable?

No matter what happens, that's all the farther you must go.

When you closed the book you missed my place.

If he wouldn't of been so greedy he wouldn't of got sick. Leave the children be.

Can't nobody find out where they're at?

My Uncle George he took us out hunting last Saturday.

Look all you like—you won't never find nothing.

She hadn't ought to of done that.

Do you or your classmates habitually use any of the above or other vulgate expressions? Make a note of them as you hear them or use them, and discuss with the rest of the class better ways of expressing the same ideas.

3. Is the kind of language you use in the classroom much different from the kind you use outside? How? Are there any ways in which you could improve your out-of-school language by using more of the kind you use in school, or vice versa?

CHAPTERS 12, 13, 14: Verbs, pronouns, adjectives and adverbs

1. In Unit V you are engaged in a great deal of oral work and discussion. This should provide you and the class with many opportunities for checking and improving your grammar—not necessarily during social studies discussion itself, but in follow-up language periods.

Make mental or written notes of errors (your own or others') that need to be corrected in the use of

(1) Verbs:

past participles and helping verbs (pages 110-111)

transitive and intransitive verbs (pages 112-113)

agreement of verb and subject (pages 113-115)

(2) Pronouns:

subject and object forms (pages 119-120)

subject forms with the verb "be" (page 121)

(3) Adjectives and adverbs:

adjectives as noun modifiers (pages 125-126)

adverbs as verb modifiers (pages 126-127)

words having the same form as adjectives and adverbs (page 128)

predicate adjectives and linking verbs (pages 128-129)

Consult your textbook (pages listed above) for information about the above parts of speech, and—for particular words—the dictionary. **Further Study and Discussion** sections at the end of each chapter will provide you with suitable practice exercises.

2. From time to time, identify the verbs, pronouns, adjectives and adverbs in selected social studies and other reading—reference books, blackboard materials, etc. Notice how these parts of speech are used. For example:

Are the verbs used transitively or intransitively?

Are the pronouns subjects or objects? Why?

What nouns or pronouns are modified by adjectives? What verbs by adverbs?

Which of the adjectives could also be used as adverbs without adding *ly*, or vice versa? Are there any predicate adjectives?

CHAPTER 15: Spelling

See pages 29-30 of this manual.

CHAPTERS 16, 17: Speaking and writing, reading and listening

The fact that you are now beginning Social Studies Unit 6 should remind you that your year's work is drawing to a close. It is therefore very important for you and the rest of your class to find out how much you have improved in your use of language, how satisfactory your language habits are, and where you still need special practice.

Frequently, following discussion periods, discuss with your teacher and the rest of the class the effectiveness of the language used by the class in general, and perhaps by individuals as well. Check back on the teacher's comments or corrections on your own written work. Consult your achievement and progress chart to see how you have improved during the year, and where your main strengths and weaknesses still lie. Try to be critical of your work in all the communication skills.

(1) Speaking:

Read or reread Chapter 16, and use the first check list (pages 138-140) to judge your own speech habits. Decide on your weak point or points, and try to work on these the very next time you speak.

Some items of the first check list will suggest that you (and perhaps the whole class) should review earlier parts of the text. Item 1 (a), for example, should remind you of Chapter 6, "Organizing our thinking"; Item 1 (d), of Chapter 11, "Habits in speaking and writing"; Item 1 (i) (2), of Chapter 7, "Thinking in sentences".

(2) Writing:

The basic question here is, "Is this my best expression, revised to say exactly what I mean as clearly and as respectably as it can be said?" Ask yourself this question when you have completed your next writing assignment in social studies or in some other school subject. If you cannot answer yes, your work is not good enough. It is only by requiring the best from ourselves that we get the habit of improvement.

The second check list should suggest a review of earlier chapters of the text: Item 2 (b), for example, of Chapter 10, "Punctuation"; Item 2 (c), of Chapter 15, "Spelling".

(3) Listening and reading:

Read or reread Chapter 17.

Much, perhaps most, of the listening and reading that you do in school is of the **study** kind, in which you try to understand and remember ideas and facts about social studies and other subjects. But much of it should also be **critical**—that is, you should not only be trying to understand and remember, but at the same time to decide about the reasonableness of what you are hearing or reading. (See text, pages 146-147, and review page 30 of Chapter 4.)

In class discussion, particularly, try to develop the habit of **thinking with the speaker** rather than just **listening to him**. Question him if what he says does not seem reasonable, or if it is not true to the facts as you understand them.

CHAPTER 18: Group discussion

1. This chapter can help you to understand Social Studies Unit V. Read or reread it with a view to answering and discussing the following questions:

- (a) What is the main purpose of group discussion?
- (b) To what extent is our government group government?
- (c) In what way or ways is group discussion essential to democratic government?

2. What has first-hand observation shown you about the effectiveness of group discussion in community government (in the municipal council or school board, for example, or in public meetings)? In particular,

- (a) How well informed are the members or speakers? (What steps does the group take to get special information through committees?)
- (b) Do all members justify their presence in the group by the contributions they make?
- (c) Does the group keep to the point purposefully and economically? Is the atmosphere friendly as well as business-like?
- (d) What are the special duties and responsibilities carried by the chairman?

3. We have been thinking of group discussion mainly as a technique for government, or for business meetings. Does it have a proper place in other kinds of group such as the family, the club, the social gathering? In what way or ways?

PART III.

SOCIAL STUDIES—LANGUAGE

UNIT OUTLINES

Grade VII—The Development of Canadian Culture

Grade VIII—Canada and the Commonwealth

Grade IX—The World Today

GUIDEPOSTS TO THE GRIDS

Chapters IX, X and XI of this Curriculum Guide provide outlines in grid form for all units of the junior high school Social Studies-Language program. These outlines were written by experienced teachers who put into the grids what they found to be satisfactory in the classroom.

Although the use of the unit outlines as they are written is recommended, it is not mandatory. In the Grade VII and VIII courses, some teachers may prefer to combine Units I and II and use the time thus gained to extend Unit III, the historical study. Of course, the needs and interests of the pupils would influence the teacher's decision to make such a change.

However, the six units do constitute the course in each of these grades; therefore, whatever changes are made in the handling and timing of the units should not result in the neglect of the content or the specific objectives of any unit.

N.B. See Pages 30, 31 for note: Concerning the Cycling of Language in Grades VII and VIII.

CHAPTER IX

UNIT OUTLINES FOR GRADE SEVEN

The Development of Canadian Culture

UNIT ONE—HOW LIVING IN CANADA HAS BEEN INFLUENCED BY THE PHYSICAL ENVIRONMENT

Point of View

It is expected that the teacher, to introduce this unit, will organize and present a general overview of Canadian regional geography with the pupils using their texts and atlases. Although for some pupils this will be a review of subject matter studied in Grades V or VI, the teacher of Grade VII should not assume that all pupils will have a sufficiently thorough knowledge of Canadian geography. The overview having been completed in about two weeks, the study of the extractive industries peculiar to each region should follow.

For any class the local community with its extractive industries should be the point of departure for this section of the unit. While for most communities such a course would lead to the study of the farmer, in some it would necessitate the study of the miner, the lumberman, or some other worker.

Since the occupations of many of the parents stem from the major extractive industry in a community, it should be possible through discussion to arrive at the specific products of this industry. Next, through skilful questioning on the teacher's part, the class should be led to deduce that the physical conditions—soil, climate, topography, drainage—make such specific products possible and profitable in this area. The class would then go on to study the same extractive industry in other communities. By the time the study of Units I and II is complete, the pupils' knowledge of the physical and economic geography of Canada—geographical features and natural resources—should have a sound foundation.

A workable division of the topic in the case of the farmer would be according to type of product—e.g. grains, root crops, ranch, fruit, vegetables and mixed farming. The brief plans which are here included for the miner, the oil worker, the lumberman, the hunter and the fisherman will need to be expanded.

It should be noted that in the grid following the statement of "Specific Objectives" the numbers in **Column Two** refer to the numbered specific objectives. All these specific objectives should be kept constantly in mind during the study of the unit. The use of definite reference to certain objectives in each subsection provides direction as to place where emphasis is needed on a particular objective.

Evaluation Procedures

The teacher is urged not to limit himself to the suggested evaluation procedures but to study carefully the chapter on Evaluation for further direction.

REFERENCES*

Primary Reference

Canada and Her Neighbors

Secondary References

Our Land and Our Living

Useful Books that may be in your Library

Canadians at Work

NOTE CONCERNING REFERENCES

In the grid, page references are given for the primary reference.

- I. *Canada and Her Neighbors*; Revised Edition, E.g. (I—119-122)

SPECIFIC OBJECTIVES

Understandings

The child should show that he has acquired the generalization that

1. The physical features, resources, and climate of Canada influence and limit the life of the people.
2. Despite her vast wealth Canada is interdependent with other nations for a complete life.
3. Canadians do in many instances overcome the limitations of nature by the application of science.

Skills, Abilities, Habits

The child should show that he has acquired:

4. The ability to give an interesting two-minute speech based on ideas he has formed with regard to Canada and Canadians.
5. Skill in the reading of the atlas, globe, maps, charts, and graphs.
6. Skill in the drawing of maps of the various regions of Canada and the making of charts and graphs from Canadian data.
7. The habit of reading newspapers and magazines and evaluating critically radio newscasts and newsreels.

Attitudes

The child should show that he has acquired an attitude:

8. Of intelligent loyalty towards Canada.
9. Of responsibility as an adolescent member of a progressive democracy.

*A complete list of references is given on pages 136 and 137 of this guide.

Suggested time—Ten weeks.

Language Integration

WORDS AND IDEAS, Book 1.

- Chapter 1: What Language Was and Is
- " 2: Words as Symbols
- " 3: Words and Experience
- " 4: Words and Feeling
- " 15: Spelling

GRADE VII, UNIT I

CONTENT

THE FARMER

A. Of the central plain

1. Wheat and coarse grains.
 - (a) Prairie space.
 - (b) Rich soil—nature, origin.
 - (c) Climate—spring rains, dry harvest season, early frosts—early ripening varieties developed. (I—122-138, 151, 168, 180, 221-223)
2. Truck gardening and sugar beets in south
Seed farming.
 - (a) Low altitude and warm nights.
 - (b) Irrigation. (I—136-138)
3. Ranching in southwest
 - (a) Hills.
 - (b) Prairie wool.
 - (c) Chinooks.
 - (d) Creeks and ponds. (I—123, 137-138, 158)
4. Mixed farming in Parkland, Peace River
 - (a) Level land and space for grains.
 - (b) Groves of trees for shelter.
 - (c) Seasonal rainfall.
 - (d) Varieties of wheat developed for more northerly latitudes. (**Story of Canada**, 387-394.)

(I—129, 136, 151, 168, 180)

SPECIFIC OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
1, 2 4, 6, 8, 9	<ol style="list-style-type: none"> 1. Make maps of the Central Plain showing: (I—124-126) <ol style="list-style-type: none"> (a) General surface features. Boundaries—Winnipeg, Calgary, Aklavik. (b) Cross-sectional view of elevation of three prairie steps. (c) Products of region. 2. Make a map of a typical prairie community, showing the town and surrounding farms. (I—147) 3. Compose summaries of class discussions. 4. Prepare and deliver a report about: <ol style="list-style-type: none"> (a) Rural electrification projects. (I—p. 132) (b) Sugar-beet—from field to table. (c) Wheat—from grain to flour to bread. (d) The beef industry. (I—144-146) 	<p>Prepare and present to the students an oral quiz to be answered in single sentences.</p> <p>(May be in the form of radio quiz or game.)</p> <p>Prepare a blank map of the plain marked in zones which are numbered. Have the children indicate the type of farming predominant in each zone.</p>
1, 2, 3 4, 6 8, 9		
1, 2, 3, 5, 6, 7, 8		
1, 2, 3, 5, 6, 7, 8, 9		

GRADE VII, UNIT I

CONTENT

CONTENT	SPECIFIC OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
5. Dairying, poultry, fur farming, beekeeping (a) Cities and towns, needs of large centers of population. (b) Cold climate—heat in poultry houses. (I—136, 138, 180, 188, 221)	3 5, 6, 7, 8	5. Make a pictorial display of the farm home, depicting the different seasons on the farm with emphasis on the various types of machinery used.	Divide class into groups. Each one represent a town or city of central plain. Each student is responsible for a sentence about the farming in the area.
B. Of the St. Lawrence Lowlands 1. Fruit Farming (a) Low altitude, warm nights. (b) Effect of presence of large bodies of water. (c) Grain growing on large scale not profitable in competition with West. 2. Mixed farming 3. Dairying (a) Root crops and grasses for feed. (b) Water supply. (c) Large centers of population. Density of population in general. (d) Cheap transportation. (e) Accessibility of many markets. 4. Poultry farming. 5. Tobacco. 6. Maple sugar. (I—76-77, 81-82, 85-87, 98-103, 213)	1, 2, 3 4, 5, 6 7, 8, 9	6. On an outline map of Canada mark: (a) Political divisions. (b) Capital cities. (c) Natural divisions. (I—12-14) 7. Draw a map of the Lowlands showing the products raised. 8. Make summaries of class discussions. 9. Compare the products raised with those of the prairie and account for the difference. 10. Make a comparison of farm life on the Lowlands with that on the prairies with respect to size of farms, home, machinery used. Illustrate with pictures and drawings. 11. Prepare and give reports on: (a) Maple sugar. (b) Tobacco. (I—76-77, 200-201, 213)	Let the children have a quiz game to be answered in single complete sentences. Student who answers a question successfully asks the next one.

GRADE VII, UNIT I

CONTENT

C. Of the Appalachians

Products peculiar to this region:

1. Apples.
2. Hay.
3. Potatoes.
4. Furs.
 - (a) Sheltered valleys.
 - (b) Large bodies of water.
 - (c) Labrador current.
 - (d) Lack of space.
 - (e) Accessibility to American and overseas markets. (West Indies.) (I-24, 26, 29-35, 46, 70-71)

D. Of the Cordilleran Region

1. The Fraser Valley and Vancouver Island.
 - (a) Dairying—excellent pasture.
 - (b) Fruits—berries.
 1. Low altitude.
 2. Abundant rainfall.
 3. Acid soil.
 4. Nearness to ocean.
 5. Warm Japan current.
 6. Peat soil for blueberries.
 7. Too damp for large fruits—problem to combat fungi.
 - (c) Seed potatoes—Lulu Island. (I-149, 151-155, 166-169)

SUGGESTED EVALUATION PROCEDURES

Prepare a map of the regions studied in Sections B and C. Divide the map into zones which are numbered. Have the children associate the appropriate crop with each number.

Have a spelling match. Direct the children to plan and write carefully a paragraph about a report which they found especially interesting.

Prepare an outline map of Canada divided into numbered zones. Direct the children to associate appropriate products with numbers; then in complete sentences give reasons for the location of a particular product in its zone. From these formulate four or five discussion points or generalizations concerning farming in Canada.

12. On a map of the Appalachians locate the farming areas. (I-71)
13. Prepare and give reports on:
 - (a) Apple culture, Nova Scotia. (I-32-33)
 - (b) Cranberry culture, Nova Scotia.
 - (c) Seed potato industry (to West Indies) P.E.I.
 - (d) Dairying industry (Cordilleran Region).
 - (e) Raising of berries.

14. On a map of the Cordilleran Region, show areas suitable for farming. (I-166-168)
15. Make a graph comparing butter production in the various provinces.
16. Make a products map of the Cordilleran Region showing variety of products grown from south to north in plateau region. (I-167-169)

SPECIFIC OBJECTIVES

- 1, 2, 3
- 4, 5, 6
- 7, 8
- 9

- 1, 2, 3
- 5, 6

GRADE VII, UNIT I

CONTENT	SPECIFIC OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
<p>2. The Plateau.</p> <p>(a) Cattle country—Cf. South-west Alberta.</p> <p>(b) Large fruits—apples, peaches, pears, cherries, hops, tomatoes.</p> <p>1. Irrigation.</p> <p>2. Drier air—fungi and other blights, kept under control.</p> <p>3. Sheltered valleys—Okanagan, Kootenay.</p> <p>4. Mild climate—west wind.</p> <p>(I—123-124, 137-138, 149, 151, 155, 157)</p>			

Please note further suggestions on the following page.

Each of the following should be dealt with in the same way as the farmer:

THE MINER

On each of the five physical divisions of Canada find out:

1. Where mining is carried on.
2. The physical characteristics which make mining important there.
3. The kinds of minerals found.
4. Information concerning mining processes.

(I—40-44, 50, 51, 65, 68, 69, 74, 75, 95-97, 106-109, 115-118, 124, 125, 140, 141, 165, 166, 171, 177, 178, 182, 189)

THE OIL WORKER

On the Great Central Plain and the Canadian Shield investigate:

1. The geological formation where oil is likely to be found.
2. What oil is.
3. How it is drilled.
4. Why it is important.

(I—95, 103, 109, 111, 133, 141-143, 146-148, 173, 179)

THE LUMBERMAN

On each of the five physical divisions of Canada find out:

1. Where the hardwood or softwood forests are:
2. The soil and climate which produce hardwood or softwood trees.
3. Some varieties and uses of each of these two types of trees.
4. How the lumberjack works and lives.
5. The danger of forest fires and how they may be controlled.

(I—35-40, 60-64, 71-73, 118-121, 139, 158-161, 188)

THE FISHERMAN

On the Pacific and Atlantic coasts and on bodies of fresh water, inquire into:

1. Conditions which make good fishing grounds in each case.
2. Varieties of fish caught.
3. Fishing methods.

(I—21, 24-29, 70, 71, 139, 153, 162-164)

THE HUNTER AND THE TRAPPER

On the five physical divisions of Canada find out:

1. The physical characteristics of the land where hunting and trapping are carried on.
2. How the hunter and trapper live.
3. The animals which are sought chiefly and for what purpose.

(I—66, 67, 175-177, 179, 180)

UNIT TWO—HOW OPPORTUNITIES FOR WORK HAVE ATTRACTED MANY SETTLERS

Point of View

Unit II will grow naturally out of the study of the extractive industries studied in Unit 1. The following outline starts with the processing of farm products. A unit such as this would be highly desirable in an agricultural community. Classes located in a mining community will logically start with mine products. Other classes will choose according to the secondary industries in their communities. The emphasis is on how Canadians process raw materials in order to produce goods of increased value.

In order to introduce this unit, the teacher and class working together could construct charts based upon the primary products studied in Unit I and showing the relation of these products to the appropriate manufacturing process. Such a chart would be needed for each of the primary industries and its products. Then, with these charts in hand, a selection of manufacturing processes to be studied in detail would be arrived at through class discussion. A thorough study of a representative group of manufacturing industries would be better than a superficial review of a large number.

The studies chosen may now be carried out by means of committee work and field trips. The city classroom will have no difficulty in arranging such trips. When the rural school visits the neighboring town, even for some other purpose, part of the time could be devoted to visiting a local industry such as a flour mill or meat packing plant. It would be advisable to draw up a list of guide questions beforehand and assign these to particular members of the class for investigation during the visit. Other students would be responsible for the task of making freehand diagrams of the various steps in the manufacturing process. Information and drawings would be assembled and presented to the class by the responsible groups.

REFERENCES*

Primary Reference

Canada and Her Neighbors

Secondary References

Our Land and Our Living

Canada 1958 or Current Year.

Useful Books that may be in your Library

Our Country and its People

Canadians at Work

*A complete list of references is given on pages 136 and 137 of this guide.

NOTE CONCERNING REFERENCES

In the grid, page references are given for the primary reference source 1958 Edition and for the one book of the secondary list named above.

1. *Canada and Her Neighbors*; E.g. (I—41-44, 71, 72).

SPECIFIC OBJECTIVES

Understandings

The child should show that he has acquired the generalization that:

1. Canadian industrial centers are established where suitable power, natural resources, and transportation are readily available.
2. These Canadian industrial centers tend to increase in size and importance according to the demand for their products and according to their ability to put out these products.
3. Canadians increase their wealth through labor, machinery, and the use of power.
4. Through the use of machinery and the division of labor, Canadians have increased the quantity of goods produced.
5. Canadians are interdependent upon each other and other peoples.

Skills, Abilities, Habits

The child should show that he has acquired:

6. An ability to make an outline and explain clearly manufacturing processes in Canada.
7. An increased skill in writing reports on Canadian industries.
8. An increased skill in collecting, evaluating, and selecting information pertinent to this topic.

Attitudes

The child should show that he has acquired an attitude:

9. Of active interest in man's further improvement of the standard of living through the fuller exploitation of the possibilities of raw materials.
10. Of appreciation of the work of all workmen, realizing that each one has a contribution to make in increasing the wealth of our country.
11. Of intelligent pride in the accomplishments of Canadians in improving their standard of living through the use of man's accumulated knowledge.

Suggested Time—Five weeks.

Language Integration

WORDS AND IDEAS, Book 1

- Chapter 5: The Kinds and Uses of Words
 " 6: Organizing Our Thinking

GRADE VII, UNIT II

CONTENT	SPECIFIC OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
A. MANUFACTURING OF FARM PRODUCTS	2, 3 1, 4, 8 9, 10, 11 6, 7	1. Take a field trip to a local manufacturing plant. 2. Write a letter of thanks to the firm visited during the field trip. 3. Make diagrams illustrating the steps in manufacturing goods. 4. Make class or individual summaries of reports for your notebook record. 5. With other members of your committee prepare and present a report on one of the topics listed in section 3.	Prepare a quiz requiring single sentence answers involving material covered in reports. Direct the children to support the generalization: Industrial centres are established where suitable power, natural resources, and transportation are readily available.
1. Flour milling and Cereals. 2. Meat packing (I—144-146). 3. Other fields of manufacturing which should be investigated (a) animal foods (b) breweries (c) butter and cheese making (d) glue factories (e) grading and packing eggs, fruit and vegetables (f) leather tanneries, shoe and leather products (g) soap making (h) sugar-beet factories (i) vegetable and fruit canning (j) woolen mills 4. Manufacturing of Imported raw materials, e.g. Cotton. (I—82-84, 105-106, 214-215.) (The teacher and class may find many different products that are imported for manufacturing)			
B. MANUFACTURING OF MINE PRODUCTS	1, 2, 3	6. Write a report on the process of transforming crude oil to gasoline.	On an outline map of Canada have the children

GRADE VII, UNIT II

CONTENT

CONTENT	SPECIFIC OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
2. Asbestos—Shingles, Insulation, Siding. (I—74-75.) 3. Other Fields of Manufacturing which should be investigated. (a) natural gas—fertilizers—gunpowder—plastics (b) Coal—fuel—coke—nylon (c) Manufacturing machinery—household furnishings—vehicles, tin cans (d) Precious metals—gold—silver—jewels. (e) Sand-clay, building materials (cement, bricks, pottery, glass, talc powder) (f) Salt—chlorine products, glass (g) Radium and uranium, —power (Chalk River) and medical uses. 4. Manufacturing of Imported Raw materials. e.g. Aluminum, (I—171-172).	1, 2 10, 11 5	7. Make a tree chart of the by-products of an industry. 8. Prepare and present to the class a talk on one of these manufacturing processes. 9. Continue to keep a notebook record of the reports given. Compose paragraph, sentence, and point summaries for different reports.	locate these cities: Quebec, Montreal, Hull, Halifax, Niagara, St. John, Windsor, Toronto, Sudbury, Winnipeg, Calgary, Medicine Hat, Edmonton, Trail, Vancouver, Allard Lake, Steep Rock, Etobicoke. Direct them to associate mfg. products with each city. Have them check their maps with the information in their geography text books.
C. MANUFACTURED PRODUCTS OF LUMBER 1. Pulp and Paper, (I—60-64). 2. Lumbering, (I—158-161). 3. Other Fields of Manufacturing which should be investigated. (a) boxes (b) furniture (c) matches (d) mine props (e) rayon (f) railway ties (g) telephone poles (h) tooth picks (i) toys	2 1	10. Make a survey of your local community and make a list of all the manufacturing industries. Or make a list of the industrial concerns to which local producers send their products. 11. Make graphs showing the relative importance of the provinces in the production of butter, lumber, etc.	From their experience in this unit have the class make an outline which could be used as a pattern for this type of report.

GRADE VII, UNIT II

CONTENT	SPECIFIC OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
4. Manufacturing of Imported Raw Materials. e.g. Finishing woods.			
D. FISHERIES			
1. Processing fish—canning, drying and freezing. (I—21-29, 162-164.) (a) animal foods (b) cod-liver oil (c) margarine (d) soap	1, 2 5, 6, 7 4, 8, 9	12. On a map of Canada locate the principal cities and their manufactures. 13. Compare raw fur prices (prices paid to trappers) with retail prices of fur-coats. (See Canada Year Book)	Develop a class discussion: The prairies lag behind the East in manufacturing industries. OR How the processing of raw materials requiring heavy capital investment and considerable numbers of workers leads to the establishment and growth of cities. Evaluate the participation of each pupil in this discussion.
E. HUNTING AND TRAPPING			
1. Fur Coats and Other Clothing. 2. Other Fields of manufacturing which should be investigated. (a) fur pelts (b) buckskin			Discuss reasons for price spread between raw and finished product.

UNIT THREE—HOW OUR EARLY PIONEERS ESTABLISHED A CANADIAN NATION AND CULTURE

Point of View

Although this is a history unit, all matters studied here should derive their meaning from their reference to the present. Units I and II provide a background for the historical study so that the transition from Unit II to Unit III can be quite smooth. It should therefore not be difficult for the pupil to grasp the underlying unity of the Grade VII course—the study of Canada and Canadians. The student should be thinking, “This is Canada as it is today. How did present conditions develop?” Some emphasis is to be placed on the fact that the two major factors influencing Canadian culture are the French and English background of the larger part of Canada’s population.

Two or three class discussion periods will prepare the way for the work of this unit. The first of these may be devoted to an overview of the local community, and the origins of the people who comprise it. This will relate the waves of immigration which have populated Canada to the pupils’ own lives. The next lesson would be an oral review of Canadian explorers studied by the children in the elementary grades. The points to be brought out here are the reasons for exploration and the obligations assumed by explorers who were granted trading rights. The class should now be ready to study the development of Canada under French rule and the first considerable movement of people to our country as a result of Talon’s immigration policy. This is where the study outlined in the grid begins.

*REFERENCES

Primary Reference

The Great Adventure
or
The Story of Canada
(Teacher’s Manual available)

Secondary References

The Story of Nova Scotia
The Story of Newfoundland
The Story of Ontario.

Useful Books that may be in your Library

Our Country and its People
Picture Gallery of Canadian History
Pageant of Canadian History
Pages from Canada’s Story
Province of Quebec Through Four Centuries
Romance of British Columbia
Romance of Canada
Romance of Ontario
Romance of the Prairie Provinces, Burt

*A complete list of references is given on pages 136 and 137 of this guide.

NOTE CONCERNING REFERENCES

In the grid, page references are given for both of the alternative primary reference sources.

I. *The Great Adventure*; II. *The Story of Canada*.

E.g. (1—49-53, 56-67) (II—44-45)

SPECIFIC OBJECTIVES

Understandings

The child should show that he has acquired the generalization that:

1. Progress is the result of finding satisfactory solutions to problems.
2. The establishment of the authority of government is an essential part of group living.
3. A greater measure of self-government produces qualities more likely to help people to become increasingly self-directive in solving their own problems.
4. In Canada peoples of different historical backgrounds, language, and religion can live happily together under one government when their common problems outweigh their differences.
5. Life before the time of modern conveniences was not necessarily unhappy.
6. The family is the basic unit in the life of a people.

Skills, Abilities, Habits

The child should show that he has acquired:

7. An increased skill in expressing himself in oral and written reports regarding the growth of Canada.
8. An increased skill in research, using materials from Canadian history.
9. An increased skill in map-making, using the growth of exploration and settlement of Canada as basic material.

Attitudes

The child should show that he has acquired an attitude:

10. Of admiration for the work of the pioneers in shaping Canada as a free democratic country.

11. Of respect for Canadians of many historical backgrounds because of the part they have played in the development of Canada.
12. Co-operation with other children in the classroom comparable to the type of co-operation that was shown by the various peoples in the development of Canada.

Suggested Time—Twelve Weeks.

Language Integration

WORDS AND IDEAS, Book 1.

Chapter 6: Thinking in Sentences

" 8: Using Clauses to Show Relationships

" 9: Using Phrases to Show Relationships

" 10: Punctuating Sentences

GRADE VII, UNIT III

CONTENT

I. THE COMING OF THE FUR TRADERS

1. Traders came to acquire wealth.
2. The making of settlements was an obligation laid on the fur trader in return for his privileges.
 - (a) Settlements were designed to provide a market for French products.
 - (b) Settlements were a means of giving the poor of France a fresh start in life.
 - (c) Settlements were necessary to hold the land once it had been explored and claimed.
3. Problems were inherent in the undertaking.
 - (a) Settlement was antagonistic to the fur trade.
 - (b) The uncertainty of tenure of the monopoly would act against effective settlement.
 - (c) Other problems would have to be solved by the settlers and/or their sponsor; choice of site, shelter, food, clothing, protection, transportation.
4. The fur trader's outlook was to use Canada to increase the wealth of France.

N.B.—A study of De Monts, Champlain and the Hundred Associates will supply the material for the development of the foregoing. (I—49-53, 56-67) (II—44-45)

SPECIFIC OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
1, 5 8, 9 10, 12	<ol style="list-style-type: none"> 1. Draw a map showing: <ol style="list-style-type: none"> (a) Routes and area explored, posts and settlements established by Champlain, La Verendrye, and Alexander Mackenzie. (I—51, 54, 57, 58, 62, 142, 193, 194) (II—46, 52, 125, 200, 201) 2. Make a plan of: <ol style="list-style-type: none"> (a) The trading post as a community. (Compare with a modern community.) (I—57, 257) (II—47, 49, 64) 3. Make an interesting topic sentence for each paragraph about the fur traders and early attempts at settlement. 	<p>Divide the class into groups for a quiz. Have each group prepare two or three questions about the fur trading period and present them to the other groups.</p>

GRADE VII, UNIT III

CONTENT

II. FIRST EFFECTIVE SETTLEMENT UNDER ROYAL GOVERNMENT (to be developed through the study of such leaders as: Talon, Laval, and Frontenac.)

1. The need for settlement and the shortcomings of the fur traders led to government control.
2. To supply the needs of established society the machinery of government was set up under definite heads:
 - (a) Law and order under a governor.
 - (b) Business administration by an intendant.
 - (c) Religious life in the hands of the bishop.
3. The system of organization of society known as the feudal or seignorial system was brought from France and was used to provide the solutions to many of the problems of the times.
 - (a) In order to get these people to share in developing an agricultural industry it was necessary to provide them with land, implements and stock.
 - (b) It provided a means of organizing loyalties: the seigneur gave allegiance to the governor who represented the king, the habitant to the seigneur.
 - (c) It organized defence through the seigneur, the habitant providing labor and materials for defence work.

1, 2, 5
7, 8
12

SPECIFIC OBJECTIVES

SUGGESTED ACTIVITIES

SUGGESTED EVALUATION PROCEDURES

Direct the children to list, under the three headings: **Governor, Intendant, Bishop**, as many duties and responsibilities of each official as they can gather from their reading, reports, and class discussion.

Develop a class discussion comparing the life of the habitant in early Canada with that of the farmer today.

Prepare and give a true-false test about the obligations which (a) the seigneur (b) the habitant had to perform in return for the land granted to them.

4. Make a plan of:
A seigneury. (Test this plan for serviceability.)

5. Make a chart of the line of allegiance: King

Intendant Governor
baillif seigneur
curé
habitant

(show that this organization was designed to care for the needs of the habitant.)

6. Make report outlines based on all aspects of settlement in New France. Form committees which will be responsible for placing these outlines on the black-board.

GRADE VII, UNIT III

CONTENT

- (d) It organized public works in the same way, e.g. the construction of roads, bridges, and ferries.
 - (e) Feudal organization is suited to the agricultural society but is modified by the development of business and towns.
4. Solutions to the problem of the need for a larger population.
 - (a) Bounties for large families.
 - (b) Bringing wives for bachelors.
 - (c) Prohibitions placed on bachelors and taxes on the fathers of marriageable daughters.
(I—92-100, 120-123) (II—84-86, 108-112)
 5. Move toward self-sufficiency.
 - (a) Shipbuilding and trade (lumber and fish).
 - (b) Beginnings of manufacturing—potash, soap, maple syrup, shoes, woolen cloth. (All industries based on readily available raw materials. See Problem I.)
 - (c) Mining—copper, iron.
 - (d) Agriculture—model farm, hemp, tobacco.
 6. Family and social life.
 - (a) The larger the family the more hands to work for its welfare.

SPECIFIC OBJECTIVES

SUGGESTED ACTIVITIES

- (a) The seignorial system in New France.
 - (b) Solutions to the problem of the need for a larger population.
(I—92-96) (II—75, 76, 84-86)
7. Make a report outline on:
Early moves toward self-sufficiency.
(I-100) (II—87-89)
 8. Write and produce a radio script based on the dramatization of incidents in early pioneer life.
 9. Make a report outline on:
Family and social life.
(I—96-98) (II—77-82; 87-92)

SUGGESTED EVALUATION PROCEDURES

- Direct the children to write a paragraph as a test on the topic:
Habitant Life: Its Difficulties and Compensations.
- Conduct a spelling match.
- Help the children to discuss and write a class paragraph to support the generalization that life before the time of modern conveniences was not necessarily unhappy.

GRADE VII, UNIT III

CONTENT	SPECIFIC OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
(b) Work was from sunrise to sunset so there was little time or energy for formal entertainment.	1, 2 5, 6		
(c) Special festive occasions developed from the economic life of the people. May Day to celebrate the coming of the spring, Rent Day (St. Martin's Day) after the harvest was gathered in, Sugaring-off (borrowed from the Indians). Dancing and drinking were both common.	7, 8, 9		
(d) Education, then as now, arose out of the needs of the people. A boys' school was started by Laval, chiefly for training for the priesthood; also a trade school where boys could learn such trades as those of carpenter, blacksmith, etc.	12		
(e) Religion played a very important part in daily life. It was responsible for education. Laval divided New France into parishes. The parish priest supplied a form of local government. Missionaries were brought to Canada to christianize the Indians.		<p>10. Make a pictorial display of different modes of transportation in pioneer days. (I—47, 93, 210, 234) (II—87, 91, 114)</p> <p>11. Make a time line of the French period of Canadian history.</p>	<p>Have each member of the class write a paragraph on a topic which will require selection of material from several sections of the unit. e.g. Contributions of the Fur Traders to the Opening up of Canada. The Progress of Transportation. Why the Immigrants Came.</p>

GRADE VII, UNIT III

CONTENT	SPECIFIC OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
<h3>III. THE COMING OF THE ENGLISH</h3> <ol style="list-style-type: none"> Scottish and English traders came to Quebec and Montreal after the fall of New France. Settlement in the eastern township of Quebec. The restlessness of the rapidly growing English population to the south caused the English government to recognize the French nature of Canada in the Quebec Act. (I—170-171) (II—167-168) The United Empire Loyalists and how their coming affected Canada. <ol style="list-style-type: none"> The Maritime Provinces. The eastern townships of Ontario. Colonization companies and other planned settlements: Simcoe, Talbot, etc. English development of the Maritime provinces and Newfoundland. (I—177-284) (II—175-241) <p>N.B.—The Irish famine and other economic factors in Europe led to some Canadian settlement.</p> <ol style="list-style-type: none"> The Selkirk Settlements. 	<p>1, 2 3, 4 7, 8, 9 10, 11 12</p>	<ol style="list-style-type: none"> Continue to make report outlines of the phases of settlement during the English period. Use these as a guide for your notebook record. Make a time line of important events in Canadian history from the fall of New France to World War I. 	

GRADE VII, UNIT III

CONTENT

IV. THE OPENING OF THE WEST

A. Problems:

- (a) Food.
- (b) Law and order.
- (c) Transportation, the building of the C.P.R.
- (d) Shelter—prairie homes.
- (e) The development of exportable products.
- (f) An immigration policy—Clifford Sifton (1896-1911).

1. Through Confederation the Dominion government took over the North-west Territories from the Hudson's Bay Co.

2. The West acquires a population.

- (a) Manitoba—people from Ontario, Métis, nonites, Icelanders.
- (b) The North-west Territories—Hungarians, Ukrainians, Americans, Scandinavians, Germans, Hutterites, Doukhobors, Chinese, Japanese.

(I—328-350, 371-379) (II—308-337)

SUGGESTED EVALUATION PROCEDURES	SUGGESTED ACTIVITIES	SPECIFIC OBJECTIVES
<p>Prepare an outline map of the Great Central Plain. Have the children indicate the immigrant group which predominates in each section.</p> <p>Prepare and give matching test of immigrant groups and the reasons for their coming.</p> <p>Discuss with the class the advantages and disadvantages of a larger population for Canada today. (Evaluate each child's contribution to this discussion.)</p>	<p>14. Draw a map to show where people of European and Asiatic origin have settled in large numbers. (Supplement this with a circle or bar graph showing comparison of numbers of these peoples, using data from Canada 1958 (or current year).)</p>	

UNIT FOUR—HOW OUR COMMUNITY AND/OR REGION WAS SETTLED

Point of View

This is a community study designed to avoid text or reference-book approach. The teacher will use those procedures which provide the pupil with ample scope for the development of his own initiative, and therefore freedom from too much teacher direction. The pupil should find in the community the living substance about which he has been reading in his history books. Although the pupils may have studied some parts of this unit already, they will now make a more intimate study of some aspects of community living, thereby establishing a relationship with Western Canadian history studied in Unit III. The sociological aspects of Canadian life studied here will provide the complement to the economic aspects studied in Units I and II.

In the urban centers the student can obtain source material from papers and periodicals in the public libraries and from museums. In rural areas they can approach the pioneers of the district for information. The urban students could tackle the problem through such studies as the growth of manufacturing industries, the building of churches, and schools, the coming of the railway, good highways, or the growth of various sections of the city. In any case, the community itself will determine the aspects of growth upon which emphasis is to be placed.

This study of the community could be integrated with Community Economics in schools offering this course. Where Community Economics is not offered, considerable use could be made of the materials that have been prepared for that course.

The study of the unit may very well commence with a discussion of what the pupils know about their community. After further discussion the class secretary could list on the blackboard those phases of community growth which will be interesting and profitable to investigate, and about which the children lack information. The next step will be to list possible sources of information including the names of people to whom students will go for interviews. Committees will be appointed and the chairmen chosen to carry out the investigation and organization of information. In the case of personal interviews a committee of two or sometimes one will be sufficient. Here, a short discussion period may be devoted to drawing up a plan for an interview and a number of questions which will be helpful in eliciting the desired information. The technique for approaching a person whom one wishes to interview should also receive some attention. With this preparation, students should know what information they are seeking and how best to obtain it.

REFERENCES

Primary Reference

Newspapers, reference libraries, museums, personal interviews.

Teacher Reference

Living in Our Communities, Krug, Quillen and Simpson.
(Listed as T.R. in Content of Unit.)

SPECIFIC OBJECTIVES

Understandings

The child should show that he has acquired the generalization that:

1. The facilities of the community exist to help the people to meet their needs.
2. The citizen must regulate his actions according to the customs of his community.
3. A community is constantly changing.
4. This changing community provides opportunities for the individual in economic, social, and political fields.
5. Every community is interdependent with other communities.

Skills, Abilities, Habits

The child should show that he has acquired:

6. Skill in using committee procedures.
7. The habit of looking objectively at the world around him.
8. The habit of keeping in contact with the life of his community through intelligent reading of the newspaper.
9. Skill in asking questions so as to obtain the information he wants.

Attitudes

The child should show that he has acquired an attitude:

10. Of intelligent loyalty to the various community groups of which he is a member.
11. Of willingness to participate in a wide variety of desirable community activities.

Suggested Time—Three weeks.

Language Integration

WORDS AND IDEAS, Book 1.

Chapter 11: Habits in Speaking and Writing
" 12: Verbs

CONTENT

OUR COMMUNITY

- I. What do we mean by our local community? (T.R. 3-24. Help the pupils to define our community in its various aspects—geographical, social, economic, and political—stressing the wholeness of a community.)
- II. What is the history of our Community?
 - (1) Getting and preparing food. (T.R. 34-36, 282-287, 294-301.)
 - (2) Providing shelter, (T.R. 36-37).
 - (3) Providing clothing, (T.R. 37-38, 288-294).
 - (4) Transportation and communication, (T.R. 241-273).
 - (5) Guarding health, welfare and safety, (T.R. 34-36, 38-40, 63-101, 118-119, 121-124).
 - (6) Governing and protecting, (T.R. 38-40, 104-134).
 - (7) Observing and conserving nature, (T.R. 213-220, 230-233).
 - (8) Educating for adult duties and jobs, (T.R. 40-44, 141-175).
 - (9) Enjoying recreation, play and leisure, (T.R. 44-53, 182-204).
 - (10) Expressing ideals through religion and art, (T.R. 50-53, 219-230).

(See Bulletin 2, Elementary School, p. 32)

SPECIFIC OBJECTIVES

- 1, 2, 3
- 4, 5
- 6, 7, 8
- 9, 10, 11

SUGGESTED ACTIVITIES

1. Interview an old-timer in your community to learn about early days and ways.
2. Go to the files of your local newspaper to gather information about the establishment of industries, schools, growth of transportation facilities, etc.
3. Use the reference library and newspaper files to find when the first settlers came, why, and how.
4. In a similar way investigate the coming of the railway.
5. Draw a map of your neighborhood showing the location of fire boxes, stores, school, churches.

OR

6. Draw a map of your community showing school, stores, elevators. (Discuss with the class beforehand the features to appear on the map.)
7. Report orally to your class the materials you have gathered from an interview.
8. Write a chronological report on the growth of your community.

SUGGESTED EVALUATION PROCEDURES

1. Take the children on a field trip through your own neighborhood. Help them to observe its physical aspects, noting good points and suggesting improvements.
2. Direct the children to show, in single well-formed sentences, how their community fulfills the required ten areas of living.
3. Through class discussion help the children to develop four or five generalizations with respect to the foundation of your community on the western prairies.
4. Have the children list industries, businesses, occupations, and other activities of their community under the appropriate area of the ten areas of living.

UNIT FIVE—HOW CANADIAN COMMUNITIES DIRECT THEIR AFFAIRS DEMOCRATICALLY

Point of View

The ultimate aim of this unit is to study how local Canadian government functions. Although the emphasis in Grade VII must be on local government there should still be reference to the form and function of the provincial government. The student will learn that local government, the provincial government, from which the former derives its powers, and the federal government have essential similarities because of their democratic foundations, and that, indeed, the presence of the three is evidence of the democratic principle of the division of powers in the interest of good government.

In this unit it is particularly important that the pupil have a lively understanding of the form and functions of our local government. For this reason a definite mode of procedure which begins with the immediate interests of the Grade VII child is offered. When the pupil grasps the many implications in the analogy he will begin to understand our form of government and the place of the citizen or team-member in it. Voting for a mayor or councillor naturally has little meaning or interest for an adolescent, but by taking part in the election of a team captain he realizes that a certain task requires certain qualities, and that the act of voting is a responsibility as well as a privilege.

An effort to make the introduction of this unit authentic should bring good results. The baseball season begins in the spring. When the game is first mentioned, the teacher can be ready with the question, "You have asked for a baseball game, but are you ready to play? What must you do before you are ready to take your places on the diamond?" Questions and discussion will bring out the following needs: organization into teams, leaders or captains, equipment and means for procuring additional equipment when needed, rules, and an umpire. The pupils will then be led to suggest other situations in which similar needs arise. The discussion here should be restricted to other game situations, the home room organization, students' council, youth clubs, clubs or organizations to which the parents belong, the church, the school board, and the local government.

Out of all the similar situations suggested, it will soon appear that there is one which concerns everyone in the community—local government. As each of the needs for a satisfactory baseball game is discussed, the parallel requirements for a workable form of local government should be drawn from the pupils by questioning. When it comes to the matter of leaders or captains the discussion should bring out the official positions which form a part of civic government. The elections which constitute some of the activities for this unit should be carried out with secret ballots, and such officers as a D.R.O. and a Poll Clerk. When the class is ready to study the work of the various departments of local government and the sources of revenue, the committee method would be suitable.

It is obvious that after the introductory periods (two or three lessons) the class would reach the end of finding value in the comparison, which should therefore be abandoned when Section I of the grid is completed. The teacher will realize that the analogy is useful because of its closeness to the pupils' interests rather than for its exactness. However, this need not cause concern as the emphasis is on the need for organization rather than on similarity of function.

In those districts where there is no local self-government, this unit would have to be handled as an abstract problem. The study should include an investigation into the reasons for the lack of local self-government.

REFERENCES

Teacher Reference

Our Provincial Government.

SPECIFIC OBJECTIVES

Understandings

The child should show that he has acquired the generalization that:

1. The establishment of the authority of government is an essential part of group living.
2. In the democratic community the council plans, speaks, and acts for the people.
3. Ultimately the representative form of government more nearly meets the needs of the people than does the autocratic form.
4. The ultimate responsibility for good government lies with the people.

Skills, Abilities, Habits

The child should show that he has acquired:

5. The habit of regarding himself as a member of organized groups to each of which he owes a responsibility.
6. Skill in conducting and taking part in democratic elections.
7. Skill in orally presenting ideas in a convincing manner.

Attitudes

The child should show that he has acquired an attitude:

8. Of responsibility for the success of any committee work in which he participates.

9. Of consideration for minority groups among his associates.
10. Of pride in our democratic institutions and respect for them.

Suggested Time—Four weeks.

Language Integration

WORDS AND IDEAS, Book 1.

Chapter 18: Group Discussion
" 13: Pronouns

GRADE VII, UNIT V

CONTENT

N.B. The content of this unit is accompanied by a suggested method of presentation involving a comparison. Although the teacher may substitute any other student experience involving a similar organization, the analogy, set forth in parentheses, would remain the same.

I. Examining the organization of a softball team with a view to comparing it with local self-government.

1. Individuals who are interested in playing softball constitute an unorganized group. (The community without government.) 1, 3
4
2. They recognize their common needs; specially prepared ground, adequate equipment, effective organization of a team. (Protection, security, road building, education, effective organization.) 5
3. They satisfy their needs by: 10
 - (a) Emergence of a leader who is then chosen as captain. (Mayor or reeve and *councillors*.

N.B. The community being too large chooses representatives to act for it.)

SPECIFIC OBJECTIVES

SUGGESTED ACTIVITIES

1. Compare through discussion the organization of a softball team with that of local self-government.

SUGGESTED EVALUATION PROCEDURES

The teacher may use some quick checking method throughout this unit to evaluate the participation of individual students. In the same way attitudes may be noted as desirable or otherwise. Pupils might be led to suggest during the concluding discussion that a Good Citizenship Roll be kept in the school. It would be well to remember that the duties of the student citizen, as well as of the adult, should be expressed positively.

GRADE VII, UNIT V

CONTENT

SPECIFIC OBJECTIVES		
	<p>(b) The appointment of officials by the <i>team</i>: coach, scorekeeper, bat boy, grounds, equipment, and finance committees. (Heads of departments, standing committees such as finance, parks and playgrounds, etc.)</p> <p>(c) The selection of an arbiter to interpret laws, the umpire. (Magistrates and J.P.'s.)</p> <p>(d) Building a body of laws; rules of good sportsmanship, the book of rules, modifications and special regulations to suit local needs. (Common law, Municipalities Act, by-laws made by the council.)</p>	<p>II. The development of our local government:</p> <ol style="list-style-type: none"> 1. Local improvement districts with authority exercised by the Territorial Government (later the Provincial Government) making possible the levying and collection of taxes for local needs, e.g. road-building, education, etc. 2. The growth of various types of communities in the province (with authority derived from the provincial government) result in governmental organizations suited to their particular needs: municipal district, county, hamlet, village, town, city.

GRADE VII, UNIT V

CONTENT	SPECIFIC OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
III. How our local government works: 1. The council meeting: (a) Who are the members of our local council? (b) How do they conduct their business at the meeting? (c) What is the nature of the items of business? (d) How is a regular agenda properly prepared?		2. Visit a meeting of the municipal council. 3. Prepare an agenda for a home room meeting. Conduct the meeting according to this agenda. 4. Write the minutes for this meeting.	Help the children to examine one or two current problems of their own municipality or neighborhood. What are the signs of good citizenship in the attitudes and opinions of the general public, the press; e.g. the need for playgrounds and equipment; road work; additions to school facilities; etc?
2. How the decisions of the council are carried out: (a) The division of work into departments headed by committees of the council. (b) The appointment of permanent department heads who are responsible for hiring the civic employees. (c) The duties of the departments: health, police.	2, 3, 4		
3. How the community finances its affairs: Fire, public works, recreation, parks, transportation, waterworks, tax assessment.	5, 6		
(a) The budget and how it is prepared. (b) Sources of revenue. (c) Special finances for large undertakings (debentures).	7		
4. How the community chooses its representatives: the municipal elections: (a) Nominating the candidates. (b) The voters' list.	8, 9		
	10	5. Prepare and give an election speech.	Prepare and give a matching test concerning

GRADE VII, UNIT V

CONTENT

(c) The secret ballot—Proportional Representation and non-transferable vote. (d) Officers connected with elections and their duties. (e) Voting procedure.

5. How does the School Board function:

(a) Who are the members of your local school board and how are they chosen? (b) What is the nature of the items with which their meetings are concerned? (c) What regulations govern the Board's activities? (d) How are expenses met?

6. The duties and responsibilities of the citizen.

SPECIFIC OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
	<p>6. Conduct an election:</p> <p>(a) For a team captain using the non-transferable ballot.</p> <p>(b) For a class executive using the proportional representation system of voting.</p> <p>7. Discuss the duties of citizenship.</p>	<p>ing the work of the various departments of municipal government.</p>

UNIT SIX—HOW CANADIAN CULTURE HAS BEEN ENRICHED FROM MANY SOURCES

Point of View

The emphasis in this unit is to be on the cultural contributions of Canadians of various historical backgrounds. The term "melting pot" has become obsolete since it is obvious to us today that the peoples with different historical backgrounds have retained some of their culture in this new land. The geographical divisions and vast distances tend to preserve the segmented culture of Canada. It would be desirable to show, from examples to be found in the classroom or community, the variety that exists in Canadian culture. The ways of everyday life are as important a part of a people's culture as are the finer things of life such as art, music, literature, and drama. One characteristic feature of cultural life to which immigrants cling in the new country is their religion. Some attempt should be made to develop the understanding that all ethnic groups are searching in their own ways for beauty and ideals to live by, and, further, that much of their art is related to their religious life.

Pupils also need to understand that Canadian culture or way of life has its own distinctive pattern. Immigrants have become assimilated and in making contributions to our culture are expressing themselves as Canadians. A period or two should be devoted to the collection of data which will reveal to the class the extent and importance of Canada's cultural development—radio work, music, painting, literature, architecture, churches, universities—before going on to study some of the countries whence immigrants came.

This unit might be introduced by reviewing with the class the major immigrant groups which make up Canada's present population. (See Unit III. The Canada Year Book gives the actual percentage distribution of peoples of different historical backgrounds. This may be a good time to make a pictorial, bar, or circle graph using this data.) Subsequent class discussion would be concerned with the historical backgrounds of the people in the local community. From the picture presented by Canada as a whole, and from the major groups in the local community the class should now choose about four groups whose contributions to life in Canada and whose homelands they would like to study further.

Committees can now be appointed to go to the reference library to find out about Canadian artists, musicians, and writers who belong to each of the groups the class has decided to study. It is very important here to make use of the historical backgrounds of members of the class for contributions in folkways and the domestic arts. Other committees of pupils would investigate the homelands of the groups chosen. The headings for specific research would be determined through class discussion. They should include such topics as geography, occupations, government, and history of the country so that the information gathered would help to bring out the reasons for emigration to Canada, for Canada's welcome to immigrants.

REFERENCES

Primary References

World Geography for Canadian Schools
The Great Adventure OR The Story of Canada

Secondary References

The Story of Nova Scotia
The Story of Newfoundland
The Story of Ontario

Current Materials

Newspapers, magazines and periodicals such as *World Affairs* may be used as a source of **Current Materials**.

SPECIFIC OBJECTIVES

Understandings

The child should show that he has acquired the generalization that:

1. Canadians are of many historical origins.
2. Each ethnic group of Canadians has contributed something of value to the life of Canada.
3. Canada is an example of how people of different historical origins can co-operate for the common good.

Skills, Abilities, Habits

The child should show that he has acquired:

4. The ability to co-operate with others in common tasks.
5. Skill in distinguishing fact from opinion regarding people of different national origins.
6. Skill in creative work that is characteristic of that child's own historical background.

Attitudes

The child should show that he has acquired an attitude:

7. Of recognizing his fellow countrymen as Canadians rather than as members of different historical groups.
8. Of interest in the accomplishments of people of historical origins other than his own.

9. Of respect for the individual, regardless of color or creed.
10. Of appreciation of the finer things of life such as art, music, drama, literature, and religion.

Suggested Time—Three weeks.

Language Integration

WORDS AND IDEAS, Book 1.

Chapter 14: Adjectives and Adverbs

” 16: Speaking and Writing

” 17: Reading and Listening

GRADE VII, UNIT VI

CONTENT

N.B. The following countries are suggested but it is not intended that all of them should be studied. It would seem desirable to be guided in this matter by the historical background of the people in the community. It should be noted that Canadian culture is basically British and French. Since Albertans are predominantly of English-speaking origin the pupils may want to inquire into the cultural contributions of the French rather than of the British whose cultural background they share. The point of departure in each case should be objects and experiences related to the lives of the children and their families.

1. FRANCE AND CANADA

- (a) Contributions of French-Canadians in music, literature, art, religion, and drama.
- (b) Review the coming of the French immigrants.
- (c) Geography of France, with some attention to the specific areas from which the Canadians came.

1, 2, 3

4, 5, 6

SPECIFIC OBJECTIVES

SUGGESTED ACTIVITIES

1. On an outline map of Eurasia show the surface features of the countries from which Canadians have come.
2. As each group is studied some or all of the following activities will be suitable:
 - (a) Learn and dance a folk dance.
 - (b) Listen to recordings of musical contributions.
 - (c) Collect and mount colored pictures of clothing, implements, instruments. (Stress fittingness of customs to the people.)
 - (d) Bring to school articles illustrative of the customs of the people studied.
 - (e) Prepare and give an oral report on how the customs of the people studied are similar to and different from our own.

SUGGESTED EVALUATION PROCEDURES

Prepare and give a test which will show whether the pupil has acquired an attitude of tolerance towards fellow-countrymen who do not share his own historical background.

Prepare and give a test in which the pupil distinguishes between fact and opinion.

On an outline map of Eurasia have the children match names with numbers.

GRADE VII, UNIT VI

CONTENT

2. GERMANY AND CANADA

- (a) Contributions of German-Canadians in music, art, etc.
- (b) Review the coming of the German immigrants.
- (c) Geography of Germany, with some attention paid to the specific areas from which the German-Canadians came.

In a similar way the class may inquire into the contributions and geographical background of Canadians from: The Netherlands and Belgium (market gardening); Scandinavia (physical education, dance, literature, music); an Oriental country; and/or other countries.

SPECIFIC OBJECTIVES

7, 8

9, 10

SUGGESTED ACTIVITIES

- (f) Draw a map of the country being studied showing the regions from which Canadians have come.

SUGGESTED EVALUATION PROCEDURES

Direct the children to use the information they have acquired about any group of Canadian immigrants to write a paragraph entitled:

A Child Immigrant Looks at Canada.

SUMMARY OF REFERENCES—GRADE SEVEN

1. Primary References

Canada and Her Neighbors, Taylor, Seiveright, and Lloyd.
The Great Adventure, Dickie.

OR

The Story of Canada, Brown, Harman, Jeanneret.

2. Secondary References

World Geography for Canadian Schools, Denton and Lord.
Canada: The Official Handbook. (Queen's Printer, Ottawa, 25c.)

Our Land and Our Living. Reid and Hamilton.
The Book of Canadian Achievement, Palk.
The Province of Quebec Through Four Centuries, Woodley.
Romance of Canada, Burt.
Romance of the Prairie Provinces, Burt.
The Story of Nova Scotia, Blakely.
The Story of Newfoundland, Briffet.
The Story of Ontario, Scott.
Steps in Map Reading, Anderzhon.
Provincial Government Bulletins on Industries, Dept of
Economic Affairs.

3. Useful Books that may be in your library:

The Story of the Prairie Provinces, Scott.
The Story of Our Canadian Northland, Scott.
Canadians at Work, Hallman.
Our Country and Its People, McDougall and Paterson.
Picture Gallery of Canadian History, Volume I, Jeffreys.
The Pageant of Canadian History, Peck.
Romance of British Columbia, Anstey.
Romance of the Prairie Provinces, Seary.
Romance of Ontario, Middleton.

4. Atlases

Classroom Atlas, (Rand McNally.)
Dent's Canadian School Atlas.
Modern Canadian Atlas of the World, (Ryerson Press).
(Inexpensive paper bound atlas.)
Canadian Oxford School Atlas.

5. Periodicals

World Affairs. (224 Bloor St. W., Toronto 5, Ontario.)
Junior Scholastic. (351 Fourth Avenue, New York 10, N.Y.)

6. Language References

Words and Ideas, Book 1. Baker. (W. J. Gage and Co.)
(Primary Reference.)

Pupil's Own Vocabulary Speller, (Macmillan).

or

My Spelling, Book VII, (Ginn).

or

Quance Speller, Grade VII. (Gage.)

Reading for Meaning, Book VII. (Longmans, Green, and Co.)

7. Teacher's References

for Gr. 7, 8, 9

Education for Social Competence, Quillen and Hanna.
(Scott Foresman and Co.)

Teacher's Manual to accompany *The Story of Canada*.
(Copp Clark.)

Democratic Government in Canada, Dawson. (Copp Clark.)

On Being Canadian, Massey.

Living in Our Communities, Krug, Quillen and Simpson.

Canadian Democracy in Action, Brown.

FILMS AND FILMSTRIPS

See the Film and Filmstrip Catalogs of the Audio-Visual Aids Branch, Department of Education. Extra copies of Part One (Classified List) of the Film Catalog and of the Filmstrip Catalog can be procured by having the Principal write to the Audio-Visual Aids Branch. In these Catalogs films and filmstrips are listed for **each unit** in the Social Studies Junior High School program. A section also lists films and filmstrips for Language.

UNIT OUTLINES FOR GRADE VIII

CHAPTER X

Canada and the Commonwealth

UNIT ONE—THE GEOGRAPHY OF THE COMMONWEALTH

Point of View

This unit is related to Unit I of Grade VII. It would be expected when the class has already made a study of the Grade VII unit the previous year that the objectives which the pupil had attained would be the basis for the study of this unit. Conversely, where the Grade VII and VIII cycle is used, the study of this unit by the Grade VII child will contribute to the attainment of the objectives in Unit I of Grade VII the following year.

A note, "Concerning the Cycling of Language in Grades VII and VIII," appears on pages 30-31 of this Curriculum Guide.

The term "British Commonwealth" has been chosen as being broader than "British Empire" and better descriptive of the present relationship of the nations within the group. The British Empire is here understood to mean the United Kingdom and its colonies and dependencies.

This unit is admirably adapted to the committee approach whereby the class may be divided into several groups each of which makes a thorough study of one particular country of the British Commonwealth (except Canada). The following areas will form suitable divisions: the British Isles, India and Pakistan, Australia, New Zealand, Union of South Africa, Ghana, West Indies Federation, Federation of Malaya. Each committee should endeavor to secure information on size, location, physical features, climate, natural resources and products, native peoples, plants and animals, and principal cities. A small class would necessarily deal with fewer topics.

This unit may be introduced by a class discussion on the immensity of the Commonwealth. The pupils should support their deductions by references to the map of the world and other audio-visual aids. The attention to the class should be drawn to the location of the various parts of this great community of nations giving rise to a variety of climates and products.

It should be noted that in the grid following the statement of "Specific Objectives" the numbers in **column two** refer to the numbered specific objectives. All these specific objectives should be kept constantly in mind during the study of the unit. The use of definite reference to certain specific objectives in each subsection provides direction as to a place where emphasis is needed on a particular objective.

REFERENCES**Primary References**

The Commonwealth of Nations, McDougall.

World Geography for Canadian Schools (1951) Revised Edition. Denton and Lord.

Secondary References

The World—A General Geography, Stamp and Kimble.

The British Commonwealth and Empire, Masfield.

Australia and New Zealand, Irwin and Irwin.

Canada, The Official Handbook.

Social Studies Grade VIII Study Guide.

NOTE CONCERNING REFERENCES

In the grid, page references are given for the two primary reference sources named above:

I. *The Commonwealth of Nations*; II. *A New World Geography*
E.g. (I—94-97) (II—53-56).

SPECIFIC OBJECTIVES

Understandings

The child should show that he has acquired the generalization that:

1. The physical features, resources, and climate of each area of the British Commonwealth influence and limit the life of the people in those areas.
2. Vast and varied resources are found within the British Commonwealth.
3. Climate, natural resources, and geographical position have given the British Isles an advantage over other parts of the Commonwealth insofar as manufacturing is concerned.

Skills, Abilities, Habits

The child should show that he has acquired:

4. An increased ability to communicate effectively the ideas he has formed with regard to the British Commonwealth.
5. The ability to make a complete statement containing at least one subordinate idea.
6. Increased skill in the reading of the atlas, globe, map, chart, and longitude.
7. Skill in constructing maps of the British Commonwealth (using outlines if available) to different scales.
8. The habit of selecting from newspapers and magazines items significant to an understanding of the British Commonwealth of Nations.

Attitudes

The child should show that he has acquired:

9. An attitude of intelligent loyalty toward the British Commonwealth.
10. An attitude of curiosity regarding the British Commonwealth of which he is a member.

Suggested Time—Twelve weeks.

Language Integration

WORDS AND IDEAS, Book 2.

- | | |
|------------|---|
| Chapter 1: | The Stock of English Words |
| " 2: | Increasing Our Stock of Words |
| " 3: | The Kinds and Uses of Words |
| " 4: | Improving Our Use of Words; Language and the Real World |

GRADE VIII, UNIT I

CONTENT

I. The meaning of the British Empire and the British Commonwealth of Nations. (1—ix-xiv; 367-371)

1. Self-governing countries within the Commonwealth: Canada, Great Britain, Union of South Africa, Australia, New Zealand, India, Pakistan, Ceylon, Ghana, Federation of Malaya, West Indies Federation.
2. Countries outside the Commonwealth but affiliated with it: Ireland, Burma.
3. The Empire—wholly self-governing colonies to those ruled by an appointed council.

II. A visit to London—the Heart of the Empire (the center holding the Empire together).

(This lesson is introductory and should serve to create interest in the immensity of and close relationship within the Empire.) History of London; places of interest. (Those which contribute to accomplishing the purpose of the lesson—The Docks, the Mint, Colonial Office, No. 10 Downing St., Houses of Parliament, Buckingham Palace, Billingsgate.) (1-41)

SPECIFIC OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
*See Last Paragraph of "Point" of View."	<ol style="list-style-type: none"> 1. On an outline map of the world show the members of the Commonwealth and some important colonies of the Empire. (I-xi) 2. Draw small outline maps to compare the latitude of the parts of the Commonwealth which lie within the Northern Hemisphere. (II—17) 3. Find out who are the government leaders of the Commonwealth. Collect pictures and news items where possible. 	Prepare a blank map of the world showing the outlines of the Commonwealth countries and important colonies. Number each area and have students identify them.
4, 5.	4. Write a paragraph about London, the Heart of the Empire.	<p>Prepare a matching test on places of interest in London.</p> <p>Have the pupils criticize the paragraph which they wrote about London from the following:</p> <ol style="list-style-type: none"> 1. Title. 2. Topic sentence. 3. Orderly development of content. 4. Sentence variety. 5. Concluding sentence. 6. Punctuation. 7. Spelling. 8. Legibility.
8, 9, 10.		

CONTENT	SPECIFIC OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
<p>III. 1. A study of general geographical knowledge</p> <ol style="list-style-type: none"> Time Longitude and latitude Seasons Climate Rivers Geographical factors affecting standard of living. 	<p>6.</p>	<p>5. Organize four committees to study and report on the general geographical knowledge contained in the first four chapters of "New World Geography". (II-1-43)</p>	<p>Divide the class into two groups and hold a "bee" on definitions of geographical terms. Prepare a spelling list from the vocabulary of this topic and test the class on it.</p>
<p>N.B.—Explanations of these terms and their use and importance to man should be stressed.</p> <p>2. A study of the geography of the self-governing countries of the Commonwealth and of some of the larger colonies such as Kenya and Nigeria, bringing out the following information:</p> <ol style="list-style-type: none"> Location Climate Physical features and drainage Chief industries to be deduced from (1), (2) and (3) above People—density of population, living standards, races, religion. Capitals, chief ports, other cities. <p>(1—2-8; 199-208; 236-238; 260-270; 279-283; 298-303; 308-309; 318-328)</p> <p>(II—67-201; 352-377; 517-538; 566-568; 576-579; 582-595; 597-619; 620-626)</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10.</p>	<p>6. Make bar graphs to compare area, population and density of population of parts of the Commonwealth. (1-2, 199, 200, 267, 278, 309.)</p> <p>7. Draw thermometers showing the temperature range for a month or a season in the countries of the Commonwealth.</p> <p>8. Draw physical maps of the British Isles, Africa, Australia and New Zealand, India, Pakistan, Ceylon, and new Commonwealth members.</p>	<p>Divide the class into two groups. Then have one group prepare a spelling list of the Commonwealth countries and other important colonies while the other group prepares a list of important cities and ports of the Commonwealth and the colonies. Then each group will ask the other to spell the words.</p>
		<p>Mark (1) mountains (2) plateaus (3) rivers and lakes (4) coastal waters (5) islands (6) plain and desert areas (7) latitude and longitude (8) bounding countries.</p> <p>(N.B. If 1, 2, and 3 are marked first, and wind directions noted, climate can be largely deduced. Use only important features in each case to avoid a meaningless jumble.) (I—5-8) (II—76, 470, 548, 596.)</p>	<p>Prepare a multiple-choice test on the important products of Commonwealth countries and colonies.</p> <p>Have the students write a short paragraph explaining why the climate of Alberta is vastly different from that of the British Isles even though the latitude lines are approximately the same.</p>

CONTENT	SPECIFIC OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
		<p>9. Draw products maps as in Activity 7, repeating only those physical features necessary for the location of the chief cities and ports, and to show clearly the reason for the occurrence of the products, from map study. Deduce from map study the climatic features of each group of countries in activity six.</p> <p>10. Record the material of activity eight in the form of class summaries, paragraphs, or outline notes. (N.B. Use at least one of each suggested form to give variety in language practice.)</p> <p>11. Make a pictorial display showing the various people of the Commonwealth.</p> <p>12. With other members of a committee prepare a detailed report about one area of the Commonwealth and present the material to your class orally, in written synopsis and using visual aids where possible.</p> <p>13. Conduct an open forum using as a topic one of the following: (a) Has Canada benefited by becoming a member of the Commonwealth instead of remaining within the Empire? (b) What holds the countries of the Commonwealth together?</p>	<p>Prepare a true-false test on understandings to determine whether the students have mastered the understandings suggested in the program.</p> <p>Conduct a quiz game in which one student will ask the class an important leader in one Commonwealth country. The one who answers correctly asks the next question concerning a Commonwealth leader and so on.</p> <p>Prepare an outline map of the world marking the major latitude lines, mountain areas and winds. Number specific areas on the map and have students deduce the possible climate in those areas.</p> <p>Divide the class into pairs. Each pair will represent a Commonwealth country or city and will be responsible for two sentences about this country or city.</p>

UNIT TWO—THE PROBLEMS AND ACHIEVEMENTS OF COMMONWEALTH TRADE

Point of View

The center of attention in this unit is Canada's place in Commonwealth trade. An outline map of Canada could be prepared upon which the chief products could be correctly placed. These would include basic agricultural, mineral, forest, and fishing products. Then, using the material gathered for Unit I, Grade VIII, possible lines of trade could be inferred. Similar product maps for other major divisions of the Commonwealth could be prepared. If in the cycling of the Grade VII and VIII courses, the Grade VII course had been studied the year before, the material about Canada will be review for part of the class. In any event the teacher should be careful not to spend too much time on this introductory review.

To study the history of trade by pupil participation techniques would require more time than results would warrant. The teacher should relate this material in story form using what audio-visual aids are necessary to clarify the content. The study of the historical background should lead to a class discussion on the "Advantages of Commonwealth Trade" (Sections 3 and 4).

It should be noted that in the grid following the statement of "Specific Objectives" the numbers in column two refer to the numbered specific objectives. All these specific objectives should be kept constantly in mind during the study of the unit. The use of definite reference to certain specific objectives in each subsection provides direction as to a place where emphasis is needed on a particular objective.

REFERENCES

Primary References

- World Geography for Canadian Schools* (1951) Revised Edition. Denton and Lord.
The Commonwealth of Nations, McDougall.

Secondary References

- The World—A General Geography*, Stamp and Kimble.
Australia and New Zealand, Irwin and Irwin.
The British Commonwealth and Empire, Masfield.
Canada, 1958 or Current Year.
Social Studies Grade VIII Study Guide.

NOTE CONCERNING REFERENCES

In the grid, page references are given for the two primary reference sources named above:

I. *The Commonwealth of Nations*; II. *A New World Geography*
E.g. (I—94-97) (II—53-56)

SPECIFIC OBJECTIVES

Understandings

The child should show that he has acquired the generalization that:

1. Many and varied products are found within the Commonwealth.
2. This variety of products makes possible trade within the Commonwealth.
3. This trade makes possible a higher standard of living.

Skills, Abilities, Habits

The child should show that he has acquired:

4. The ability to make comparisons of exports of countries through the use of bar graphs.
5. An increased skill in associating events with their respective periods.
6. Skill in writing a multi-paragraphed report with appropriate transition sentences.

Attitudes

The child should show that he has acquired:

7. An attitude of interest in using several reference books when searching for information regarding British trade.
8. An attitude of respect for the workmen in other countries whose efforts make possible our high standard of living.
9. An attitude of intelligent pride in being a member of the British Commonwealth of Nations.

Suggested Time—Six weeks.

Language Integration

WORDS AND IDEAS, Book 2.

Chapter 5: Improving Our Use of Words:
Language and Feeling.

" 6: Organizing Our Thinking:
The Paragraph.

" 7: Organizing Our Thinking:
The Sentence.

GRADE VIII, UNIT II

CONTENT	SPECIFIC OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
<p>I. Intra-Commonwealth Trade</p> <p>(a) Areas producing raw materials</p> <p>(1) Agricultural</p> <p>(i) Tropical</p> <p>(ii) Semi-tropical</p> <p>(iii) Temperate</p> <p>(2) Mining</p> <p>(3) Forest products</p> <p>(4) Fishing</p> <p>(b) Areas producing manufactured materials</p> <p>(II—68, 358-375; 520-525; 584-590; 618; 622-623.)</p>	<p>*See last paragraph of "Point of View"</p> <p>1, 2, 4, 6, 7.</p>	<p>1. Draw an outline map of the world marking on it the Commonwealth countries and major colonies and indicating their principal products.</p> <p>2. On an outline map of the world showing the Commonwealth countries, draw arrows starting at an area of surplus products and ending at a market where those products are scarce: wood pulp, wheat, cotton, wool, beef, mutton, lumber, silk, rice, precious stones.</p> <p>3. Make a graph showing Canadian export trade for 1952 or the current year.</p>	<p>Prepare an outline map of the world marking on it the Commonwealth countries and major colonies. Place numbers in the various regions and have students match appropriate products against each number.</p> <p>Direct the children to write an interesting paragraph about the varied products of the Commonwealth and colonies.</p>
<p>II. Historical Background</p> <p>1. Primitive Trade—barter</p> <p>a. Little or no surplus product</p> <p>b. Lack of knowledge and hostility between tribes</p> <p>c. Poor communications</p> <p>d. Barter for necessities—salt—iron for tools</p> <p>2. The Middle Ages</p> <p>a. The Crusaders introduce new goods and ideas</p>	<p>6, 7</p>	<p>4. See one or two of these films: "Story in a Teacup"; "Story of Steel"; "England's Canals"; "Industrial Revolution".</p> <p>5. Write a class summary of one of the films.</p>	<p>Have the children draw a two picture cartoon entitled "The Old—The New" to illustrate some</p>

GRADE VIII, UNIT II

CONTENT

- b. The traders of Western Europe carry their goods to the East
- c. English wool earns a good reputation in other markets
- d. The enclosure movement and the growth of cottage industry
(I—22-24; 25-26)

III. Historical Advantages of Commonwealth Trade

- a. To Britain:
Supply of raw materials and food (Colonies had space and variety of climate and products); market for manufactured goods; opportunity for emigration.
- b. To the colonies:
Use of British ships; protection of British navy and navigation laws; subsidies and assured markets for products.
(I—101-102; 254-255; 260-261; 283)

IV. Advantages of Commonwealth Trade Today

- a. Mutual trade agreements
- b. Assured markets
- c. Complementary products
- d. Business connections
- e. Common language and customs
- f. Preferential tariffs
- g. Democratic way of life—common outlook
- h. Protected sea routes

SPECIFIC OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
		great change made in people's lives by some article introduced by the Crusaders.
	6. Discuss the advantages of Commonwealth trade in earlier times. 7. Use your reference books to find examples of each advantage.	Compile a true-false test which will include correct and incorrect understandings concerning this unit.
7, 9 1, 2 7.		
3, 8 9 6	8. Discuss with the rest of the class the advantages to Canada of intra-Commonwealth trade. 9. Write an essay comparing past and present advantages to Canada of intra-Commonwealth trade.	Observe and make notes on the extent to which each student participates in this class discussion.

UNIT THREE—HOW THE COMMONWEALTH CAME INTO BEING

Point of View

In graded schools the pupils will have already studied the history of Canada and may use this as a basis for the study of the history of the Commonwealth. The teacher might well spend about two periods on a brief review of the history of Canada. In classes containing Grade VII students this would not be a review but new work. Nevertheless the teacher should be careful to spend very little time on Canadian history as such students would be studying this the next year. This overview should be directed by the teacher.

The content of this unit is suited to committee work and individual reports. Each committee could take the history of one division of the Commonwealth. As mentioned in the "Suggested Activities" each committee should prepare time lines. If these time lines were based on a common unit of measurement they could be used as a means of bringing together and unifying the time concepts at the conclusion of the study. Thereby the relationship would be shown of historical events in one part of the Empire as compared with those in other parts.

It should be noted that in the grid following the statement of "Specific Objectives" the numbers in column two refer to the numbered specific objectives. All these specific objectives should be kept constantly in mind during the study of the unit. The use of definite reference to certain specific objectives in each subsection provides direction as to a place where emphasis is needed on a particular objective.

REFERENCES

Primary References

The Commonwealth of Nations, McDougall.

Secondary References

The British Commonwealth and Empire, Masfield.

Australia and New Zealand, Irwin and Irwin.

Canada in the World Today, Rogers, Adams and Brown.

Social Studies Grade VIII Study Guide.

NOTE CONCERNING REFERENCES

In the grid, page references are given for the primary reference source named above:

I. *The Commonwealth of Nations* E.g. (I—90-94)

SPECIFIC OBJECTIVES

Understandings

The child should show that he has acquired the generalization that:

1. Waves of migration from Britain to the colonies always resulted in new situations requiring adjustments through legislation.
2. Wherever British peoples have settled they have striven to maintain their language and democratic institutions.
3. The enterprising nature of the British people has led them to develop their colonial resources effectively.
4. The degree to which a member nation participates in Commonwealth activities is left to the discretion of that country.

Skills, Abilities, Habits

The child should show that he has acquired:

5. Increased skill in map making, using the growth of the British Empire and the Commonwealth as basic material.
6. Increased skill in the selection and organization of material collected by committee effort.
7. An ability to relate orally a succession of ideas or events using only brief notes.

Attitudes

The child should show that he has acquired:

8. An attitude of interest in other people who are members of the British Commonwealth.
9. An objective attitude towards historical events.

Suggested Time—Ten weeks.

Language Integration

WORDS AND IDEAS, Book 2.

- | | | |
|---------|-----|--|
| Chapter | 8: | Sentence Parts: Subject and Predicate. |
| " | 9: | Sentence Parts: Clauses and Phrases. |
| " | 10: | Punctuating Sentences. |

GRADE VIII, UNIT III

CONTENT

I. THE NEW WORLD. Introduction—Canada:

The British victory in Canada. Evolution of the Dominion traced through successive waves of migration to Canada. (Attempts at adjustment through legislation — Quebec Act, Constitutional Act, Act of Union, B.N.A. Act.) (I—104-110; 122-143)

Modern developments — Canada becomes a full-fledged member of the Commonwealth — in defence, in diplomacy, in the legislative function, in the making of war and peace, in the judiciary. Commonwealth ties — the governor general, the amendment of the constitution. (I—367-371)

An Empire Gained and Lost:

The American colonies — Virginia and Massachusetts (studied as typical colonies); some reference to the first thirteen colonies. The evolution of colonial government—a mixture of democracy and Imperial control. Reasons for the Revolutionary War—a lesson to be learned. (I—100-103; 111-115)

II. IN EUROPE—Ireland:

History of English-Irish relations. Mistakes—an attempt to make a subject people, religious difficulties, an uneasy union. Irish nationalism triumphs. Present status of Ireland. (I—55-57)

SPECIFIC OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
*See last paragraph of "Point of View"	1. Draw a map of the original (thirteen) colonies established by the English in America. 2. Construct a time line showing the growth of Canadian independence. 3. Each committee prepare a time line comparing the history of Canada with that part of the Commonwealth which they are studying. 4. As a member of a committee, investigate and report on one of the following topics: (a) Causes of the American Revolutionary War. (b) Why Canada is bi-lingual. (c) MacDonald, Laurier, Mackenzie King. (d) The capture of Quebec by Wolfe. 5. From newspapers and magazines obtain material and write a report on the history of the West Indies Federation.	Write down on the black-board the first understanding in Unit III. Then have the students select incidents in Canadian history which will give support to this generalization. Construct an historical time line for Canada placing numbers at important dates. Have the class identify the events that match these dates.
1, 2, 3, 4.	6. As a member of a committee investigate and report on the events which led to Irish independence.	Prepare a true-false test on the history of English-Irish relations.

GRADE VIII, UNIT III

CONTENT

III. IN ASIA—INDIA AND PAKISTAN

Early history—the British East India Co., colonial status (the Indian Mutiny). The desire of self-government complicated by—the caste system and illiteracy, great wealth, the presence of two large opposing groups (Hindus and Moslems).

(I—215-229; 229-233)

Malaya: History and development of Malay States.

IV. IN AFRICA—UNION OF SOUTH AFRICA

Early history — a Dutch colony—the British and Dutch have a working agreement, causes of hostility, the Boer War. A nation is born—the builders (Rhodes, Botha, Smuts). Position in the Commonwealth today.

(I—288-313)

Ghana: History of evolution from colony to independent country within the Commonwealth.

SPECIFIC OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
3, 4, 8, 9. 5.	<p>7. Write a short one-act play based on an incident in the life of (a) Clive. (b) Gandhi.</p> <p>8. Draw a map showing the division of the Empire of India into its present parts — the Republics of India and Burma, and the Dominions of Pakistan and Ceylon.</p> <p>9. As a member of a committee investigate and report on (a) the Caste System of India. (b) The Indian Mutiny.</p> <p>10. Write a report on the history of Malaya.</p>	<p>Have the students write paragraphs explaining (a) the problems that hindered the granting of self-government in India (b) how independence was finally achieved.</p> <p>Make an outline map of the Indian Empire numbering the four divisions today (India, Pakistan, Burma and Ceylon) and the capital cities of each. Have the students identify the divisions and capitals.</p>
1, 2, 3, 4, 8, 9.	<p>11. Write a short one-act play based on an incident in the life of: (a) Rhodes (b) Livingstone (c) Smuts, (d) Nkrumah.</p> <p>12. As a member of a committee investigate and report on: The Problem of the African Negro.</p>	<p>Construct an historical time line for the Union of South Africa placing numbers at important dates. Have the class match events against dates.</p>

GRADE VIII, UNIT III

CONTENT

V. IN AUSTRALIA AND NEW ZEALAND

History and development from colonies to Commonwealth members.

Chief differences between these two stories—the presence in New Zealand of an advanced primitive group (the Maoris).

f.—248-259; 266-269; 275-279)

SPECIFIC OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
2, 3, 7, 8.	<p>12. Make a pictorial chart of peoples of the Commonwealth; Australia—brimmed hat; English—top hat, etc.; Canadian cowboy, lumberman, etc.; Africa—tropical gear; India—native dress.</p> <p>13. On a chart set out the name of each Commonwealth member, how it was settled, first university (date and place), Prime Minister, and capital city.</p> <p>14. As a member of a committee, investigate and report on: Native Peoples of Australia and New Zealand.</p> <p>15. Discuss in open-forum one of the following topics: Is Canada justified in promoting a wide-scale immigration policy? (b) Should Canada accept Eire and Burma as members of the British Commonwealth and therefore worthy of trade concessions?</p>	<p>Have each committee compile a quiz on the section of the Commonwealth that they prepared. Then have a contest to see which group can obtain the highest score.</p> <p>Prepare a matching test which will require the students to match important events with the correct Commonwealth countries.</p> <p>Prepare a multiple-choice or a completion test on the history of the Commonwealth countries.</p>

UNIT FOUR—HOW CANADIAN INSTITUTIONS HAVE BEEN MODELLED ON BRITISH INSTITUTIONS

Point of View

In introducing this unit it will be necessary to make sure that the members of the class grasp clearly the meaning of the word institutions. By means of discussion, it may be shown that they are the traditional or usual ways of doing things. They have been done that way so long that we have accepted them and continue to do so without thinking about them or questioning them. The class may also be led to appreciate that through these institutions our lives are most closely linked with the history of the past, and we in turn become part of history through the ways in which we modify institutions. Stress in this instance would fall on the effect rather than on the events of history. The British basis of our institutions is important as one of the ties which hold the Commonwealth together. As a first lesson the teacher might point out several institutions in the local community that are characteristically British. The class would be expected to add their own contributions as to further evidence of the British nature of our culture. This should lead to a discussion of the nature and value of our institutions which are essentially British.

This whole unit should be developed through class discussion. In view of the method of approach the content will vary according to the local environment.

It should be noted that in the grid following the statement of "Specific Objectives" the numbers in column two refer to the numbered specific objectives. All these specific objectives should be kept constantly in mind during the study of the unit. The use of definite reference to certain specific objectives in each subsection provides direction as to place where emphasis is needed on a particular objective.

REFERENCES

Primary References

Your own community is the chief source of reference.

Secondary References

The Commonwealth of Nations, McDougall.
Canada in the World Today, Rogers et al.
Social Studies Grade VIII Study Guide.

SPECIFIC OBJECTIVES

Understandings

The child should show that he has acquired the generalization that:

1. Many of our Canadian customs are derived from the British.
2. Many customs of British origin have been modified through contact with non-British cultures.
3. Many of our institutions have resulted from the sacrifice and effort of great numbers of people.
4. Cultural institutions result from attempts to find solutions to problems.

Skills, Abilities, Habits

The child should show that he has acquired the habit:

5. Of looking objectively at our own customs.

Attitudes

The child should show that he has acquired an attitude:

6. Of intelligent respect for British tradition.
7. Of appreciation for the sacrifice and effort made by people who have contributed to our institutions.

Suggested Time—Two weeks.

Language Integration

WORDS AND IDEAS, BOOK 2.

Chapter 11: Pronouns and Nouns.

” 12: Adjectives and Adverbs.

GRADE VIII, UNIT IV

CONTENT

CONTENT	SPECIFIC OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
Institutions: I. Family Life: (1) Father as patriarchal head, wage earner responsible for minors. (2) Mother care of children, housekeeping. (3) Home training in traditional ways—passing on of culture.	*See last paragraph of "Point of View." 1, 4, 5.	1. Draw a tree chart of customs originating in Britain, using a large branch for each institution and offshoots for each aspect of that institution.	Have the students write a paragraph about "Life in Our Home." Try to determine the child's attitude towards his family.
II. Everyday Work: (1) Pride in work. (2) Acceptance of trade unions. (3) Responsibility of management for the welfare of workers. (4) Apprenticeship. (5) Workmen's Compensation. (6) Pensions.	3, 6, 7.	2. Read to find social legislation enacted by the British Government since the 1890's. Compare this with the regulations of the Alberta Labor Act. 3. Write a paragraph on British workmanship.	Prepare a true-false test on the Canadian institutions that have been modelled on British institutions.
III. Trade and Industry: (1) Fair trade (Standardization of weights and measures, non-adulteration of goods, not selling to a person who is drunk.) (2) Formation of companies. (3) Banking—(dependability of banks).		4. Investigate and report on "The Founding of the Bank of England."	Give a spelling test based on a list of key words such as: patriarchal, traditional, apprenticeship, compensation, adulteration, suffrage.
IV. Communication: (1) Language. (2) Radio (C.B.C. and C.A.B.)—Partly private and partly government operated.	2.	5. Make a short report on the origin of the "London Bobbie."	Prepare a matching test which will require the students to match key words as suggested with suitable sentence explanations.
V. Health, Welfare, and Safety: (1) Concern for Public Health. (2) Respect for policemen. (3) Respect for traffic regulations.			

CONTENT

SUGGESTED EVALUATION PROCEDURES	SUGGESTED ACTIVITIES	SPECIFIC OBJECTIVES	CONTENT
	6. Make a dictionary of parliamentary terms e.g. wool sack, sergeant-at-arms.	1, 2, 3, 4, 5, 6, 7.	VI. Government: (1) Free speech. (2) Freedom of the press. (3) Parliamentary government. (4) Cabinet system. (5) Parliamentary procedure. (6) Universal suffrage.
	7. Discuss the difference between justice in a British country and justice under a totalitarian government. 8. Go to an encyclopedia to find the Marquis of Queensbury Rules for Boxing.	1, 3, 4, 5, 6, 7.	VII JUSTICE: (1) Fair play. (2) Use of fists in a fair fight. (3) Common law—the system of law which has grown up as a result of having respect for the individual. Each case is judged on its own merits in the light of previous judgments on related cases.
		2, 3, 4, 5.	VIII. Education: (1) Grade system. (2) Free education. (3) Right to an education.
	9. Read up the rules on cricket. Arrange a game with other members of your class.	1, 2.	IX. Recreation: (1) Fair play. (2) Team spirit. (3) Importance of relaxation through physical activity. (4) Games—golf, soccer, football. (5) Literature—drama, prose, poetry. (6) Radio. (7) Movies—the documentary film.
	10. When the major institutions included in the content have been discovered, form discussion groups to arrive at some of the characteristics of those institutions which we as Canadians have derived from the British people. 11. Write a paragraph about any one of the institutions studied in this unit.	1, 4, 6, 7.	X. Christian Traditions: (1) Sunday observance as a day of rest and recreation. (2) Respect for the Christian church. (3) Freedom of religion.

UNIT FIVE—HOW BRITAIN DEVELOPED A DEMOCRATIC GOVERNMENT

Point of View

This is an historical unit but the teacher must use care that the pupils develop through this study certain definite concepts of our democratic government. In order that the student may emerge from the study of this unit with a grasp of the generalizations and the ability to support them with the essential facts, the study must be vitalized. The method chosen to achieve this result is the selection of a dramatic incident as a highlight of each historical period. (See incidents in bold-face type in suggested activities.) Such an incident will be the culmination of the development of each theme for that particular period. This treatment of the unit allows for division of the class into committees, one committee for each theme. However, in reporting, each group will acquaint the rest of the class with its findings for the period under consideration rather than for the entire theme at once.

In introducing this unit the teacher should ensure that each group clearly understands the present status with regard to the Queen, the parliament, the cabinet and prime minister, party government, the franchise, and the civil service. He should try to rouse enthusiasm for the study of the history of each of these headings. In theme one, the King, only those rulers should be studied in whose reign definite events indicate either the power or the limitations of the monarchy at that time. Similar treatment should also be given to the other themes.

It should be noted that in the grid following the statement of "Specific Objectives" the numbers in column two refer to the numbered specific objectives. All these specific objectives should be kept constantly in mind during the study of the unit. The use of definite reference to certain specific objectives in each subsection provides direction as to a place where emphasis is needed on a particular objective.

REFERENCES

Primary References

The Commonwealth of Nations, McDougall.

Secondary References

History, Second Series, Book IV, Firth and Horsfall.

Canada in the World Today, Rogers et al.

Social Studies Grade VIII Study Guide.

British Institutions—History Through the Ages. Second Series, Book IV, (Oxford University Press).

NOTE CONCERNING REFERENCES

In the grid, page references are given for the primary reference source, and for one secondary reference source named above:

I. *The Commonwealth of Nations*; II. *History, Second Series, Book IV E.g. (1-45-50) (11-63-66)*

SPECIFIC OBJECTIVES**Understandings**

The child should show that he has acquired the generalization that:

1. Changes in the British government have been evolutionary rather than revolutionary.
2. Gradually the responsibility of British government has shifted from the minority to the majority.
3. The growth of democratic government in Britain has been greatly influenced by the work of public-minded individuals.
4. Administering the decisions of Parliament requires the services of experts.

Skills, Abilities, Habits

The child should show that he has acquired:

5. Skill in directing his own committee procedures.
6. Skill in arriving at generalizations regarding the development of democratic government in Britain.
7. Skill in orally presenting ideas in an interesting manner.

Attitudes

The child should show that he has acquired an attitude:

8. Of appreciation of the advantages of improving government through gradual changes.
9. Of appreciation for the efforts of those who have contributed to the achievement of democratic government in Britain.

Suggested Time—Six weeks.

Language Integration WORDS AND IDEAS, Book 2. Chapter 13: Verbs. " 14: Prepositions and Conjunctions
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GRADE VIII, UNIT V

CONTENT

I. THE FEUDAL PERIOD (Alfred 871 to Henry III, 1272).

A. Anglo-Saxon Feudalism (871-1066).

1. England divided into small districts each with overlord. Thane administered justice—trial by ordeal and fire.
2. King's power limited by powerful over-lords. Witan assisted king in ruling.
3. Few taxes — no royal responsibility for roads or other public works—little trade with other countries.
4. Civil service — just the king's personal servants.
(I—14-16)

B. Norman Feudalism (1066-1272):

1. William the Conqueror—(a) Kings own all the land—lords forced to swear allegiance — strong centralized government. (b) Domesday Book—for taxation purposes. (c) King's Council—advisory body of king.
2. Richard I.—spent so much time abroad that King's Council ruled the country.
3. Henry II.—set up jury trials, circuit judges and grand juries—started custom duties.
4. John I.—attempted to gain complete power from barons but was forced to sign Magna Carta.
(I—14-16; 35) (II—18-43)

SUGGESTED EVALUATION PROCEDURES

Have each committee prepare a quiz on the report they presented to the class. Then conduct a contest to see which group can answer the most questions.

Prepare a matching con-test consisting of key words and appropriate sentence explanations.

Construct a time-line on the growth of democracy in Britain marking key dates. Have the class identify important events for these dates.

Have the students write a paragraph on "Democracy, the Citizens' Responsibility." Refer to the attitude you are trying to establish with a direct quote. Make anecdotal records of instances where pupils show progress or regression with regard to this attitude.

SUGGESTED ACTIVITIES

1. Form committees, each of which will investigate one of the themes of the unit.
2. Report to the rest of the class on one of the following: the power of the King, Parliament, and Cabinet (Prime Minister) OR on the development of Party Government, the Franchise, and the Civil Service (Justice) at the time of the **Magna Carta 1215.**

SPECIFIC OBJEC- TIVES

*See last paragraph of "Point of View."

1, 3,
5, 7.

GRADE VIII, UNIT V

CONTENT

II. DECLINE OF FEUDALISM (1272-1485)

A. Edward I.'s Model Parliament.

B. Wars of the Roses.
(I-36) (II-47-61)

III. THE TUDOR PERIOD (1485-1603)

A. Henry VII. established Court of Star Chamber. Imposition of taxes to raise money for defence. The Livery and Maintenance Act—prevented lords from keeping own armies. Parliament contained more bishops and abbots than lay peers.

B. Henry VIII.—secured support of Parliament to eliminate power of the Pope in England — state more powerful than Church.

C. Elizabeth — the rise in power of Parliament — withdrawal of monopolies.
(I-36, 37) (II-61-71)

IV. THE STUARTS AND THE COMMONWEALTH (1603-1688):

A. James I.—"Divine Right of Kings"—effect of not calling Parliament over a period of years.

B. Charles I.—"Divine Right". Petition of Rights 1628—open conflict between King and Parliament.

SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
3. Report to the rest of the class on one of the following: the power of the King, Parliament and Cabinet (Prime Minister) OR on the development of Party Government, the Franchise, and the Civil Service (Justice) at the time of Edward I.'s Model Parliament 1295.	
4. Report to the rest of the class on one of the following: the power of the King, Parliament and Cabinet (Prime Minister) OR on the development of Party Government, the Franchise, and the Civil Service at the time of the Court of Star Chamber 1487 and at the time of the withdrawal of monopolies 1601.	
5. Report to the rest of the class on one of the following: the power of the King, Parliament, and Cabinet (Prime Minister) OR on the development of Party Government, the Franchise, and the Civil Service at	

GRADE VIII, UNIT V

CONTENT	SPECIFIC OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
<p>C. Commonwealth Rule — Cromwell as much a dictator as king had been.</p> <p>D. Restoration—</p> <p>(a) Charles II.—ruled through Parliament—selects small executive (cabinet).</p> <p>(b) James II.—attempts to rule against wishes of Parliament—Bloodless Revolution 1688. (I—37) (II—71-95)</p>		the time of the Flight of James II.	
<p>V. THE RISE OF THE WHIGS AND TORY RIVALRY (1689-1815):</p> <p>A. William of Orange—agrees to give up power to Parliament. (Bill of Rights 1689.)</p> <p>B. Growing Power of Parliament.</p> <p>C. Rise of the Party System.</p> <p>D. Cabinet and Prime Minister.</p> <p>E. George III. attempts to regain lost monarchical power. (I—38-40) (II—96-104)</p>	1, 2, 3, 4.	6. Report to the rest of the class on one of the following: the power of the King, Parliament, and Cabinet (Prime Minister) OR on the development of Party Government, the Franchise, and the Civil Service (Justice) at the time of the Appointment of Lord North as Prime Minister 1770.	
<p>VI. THE PERIOD OF POLITICAL REFORM (1816-1928).</p> <p>A. First Reform Bill.</p> <p>B. Chartist Movement.</p> <p>C. Second Reform Bill.</p> <p>D. Third Reform Bill.</p> <p>E. Parliament Act 1911.</p> <p>F. Woman Suffrage. (I—41-45) (II—104-112)</p>	1, 2, 3, 4, 5, 6, 8, 9.	7. Report to the rest of the class on one of the following: power of the King, Parliament, and the Cabinet (Prime Minister) OR on the development of Party Government, the Franchise, and the Civil Service (Justice) at the time of the Presentation of the Last Chartist Petition to Parliament—and the Parliament Act 1911.	

GRADE VIII, UNIT V

CONTENT

GRADE VIII, UNIT V CONTENT	SPECIFIC OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
		<ol style="list-style-type: none"> 8. Make a chart showing the increase of votes from the First Reform Bill to the Representation of the People Act. 9. Write a paragraph on one of the following: Gladstone, Disraeli, Lloyd George, Mrs. Pankhurst. 10. Open Forum: Were the six demands of the Chartists reasonable? 11. Make a pictorial representation of the six themes, using hallways of different lengths to indicate length of duration, and varying the width of the hallways to show increased or lessened importance. 12. Construct a time-line showing the main steps in the development of democracy in Britain. 	

UNIT SIX—HOW BRITISH CULTURAL INFLUENCES ON CANADA HAVE BEEN MODIFIED BY THOSE OF AMERICA

Point of View

Throughout Grade VIII there has been emphasis on the British Commonwealth of Nations. From the study of Unit IV it might be assumed that our Canadian culture is British. However, our culture is partly American due to our proximity to the United States, our close relations with that country, and the presence of a number of Americans in Canada.

A good approach to this unit is to examine certain phases of Canadian culture (e.g. food, clothing, and shelter; recreation) in order to determine the presence and extent of American influence. The unit would begin with a discussion of the means by which American influence on Canada is felt. The students would then be ready to form committees to investigate these American influences as outlined in the content of the unit.

It should be noted that in the grid following the statement of "Specific Objectives" the numbers in column two refer to the numbered specific objectives. All these specific objectives should be kept constantly in mind during the study of the unit. The use of definite reference to certain specific objectives in each subsection provides direction as to a place where emphasis is needed on a particular objective.

REFERENCES

It will be seen from the content of this unit that reference material will consist of pupil experience and observation, current magazines and newspapers, available yearbooks and almanacs, radio programs, T.V. programs.

SPECIFIC OBJECTIVES

Understandings

The child should show that he has acquired the generalization that:

1. Our culture has been influenced in many ways by the United States both through direct contact and through other means of communication.
2. Those aspects of American culture which we have absorbed have been modified in the Canadian environment.
3. Our standard of living has been improved through the acceptance of American scientific advancements.

Skills, Abilities, Habits

The child should show that he has acquired:

4. Skill in distinguishing fact from opinion regarding America and American people.

Attitudes

The child should show that he has acquired:

5. An appreciation of the fact that one hundred years of peace have led to mutual trust and friendliness between Canada and the United States.
6. An attitude of respect for the American way of life as being so much like our own.

Suggested Time—Five weeks.

Language Integration

WORDS AND IDEAS, Book 2

Chapter 15: Pronunciation and Spelling.

” 16: Speaking and Writing.

” 17: Listening and Reading.

GRADE VIII, UNIT VI

CONTENT

I. The Means by which American Influence on Canada is felt

1. Reading material—newspapers, magazines, books
2. Relatives
3. Tourist travel—visits to United States, visits from United States (proximity of Canadians to United States—90% live within 100 miles of border)
4. Entertainment—radio programs, movies, T.V.
5. Business connections—manufacturing firms, oil industry.

II. Ten Areas of Living Affected by American Culture

1. Food
2. Clothing
3. Shelter
4. Recreation
5. Leisure
6. Religion
7. Art

SPECIFIC OBJECTIVES

1, 3.

1, 2,
3, 4,
6.

1, 2,
3, 4,
5, 6.

SUGGESTED ACTIVITIES

Directions to student groups preparing reports:

- (a) Elect a chairman to direct the discussion and a secretary to record findings.
- (b) Using current sources of information try to discover ways in which Americans are similar to and ways in which they are different from Canadians.

1. Make collections of pictures from magazines to compare: Canadian and American (a) Homes and gardens (b) Public buildings, such as schools, churches, city halls. (c) Foods (d) Clothing.

2. From a study of a week's program on your local stations find out (a) the percentage of time devoted to Canadian and American programs and (b) the types of programs recorded in each case.

SUGGESTED EVALUATION PROCEDURES

In this unit evaluation should be qualitative rather than quantitative.

Make notes on pupil competence in committee procedures.

Grade pupils according to their individual contributions in collecting pictures.

List a number of radio programs and have the students state whether they are of Canadian or American origin.

GRADE VIII, UNIT VI

CONTENT

GRADE VIII, UNIT VI CONTENT	SPECIFIC OBJEC- TIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
8. Governing and guarding health 9. Governing and guarding welfare 10. Governing and guarding safety	1, 5, 6.	<p>3. Investigate the following organizations and institutions in order to discover if they have American origin:</p> <ul style="list-style-type: none">(a) Junior Red Cross(b) March of dimes(c) Blue Cross Hospitalization(d) Cancer society(e) National Parks(f) Farmers' organizations(g) Service Clubs — Rotary, Lions, Kiwanis, Gyro, Chamber of Commerce. <p>Use encyclopedias.</p>	Have the students write an essay on any one of the American organizations showing the extent to which the Canadian organization has spread throughout our country and the extent to which it has remained American.
	1, 2, 3, 4, 5, 6.	<p>4. Through an open forum determine ways in which we are like Americans and ways in which we are unlike.</p> <p>5. Make a collection of cartoons dealing with Canadian and American relationships.</p> <p>6. Make a cartoon of your own to illustrate difference between the average American and average Canadian citizen.</p>	Prepare a matching test which requires the students to classify the customs and artifacts as British, American or purely Canadian in origin. (e.g. cricket, lacrosse, basketball, Chamber of Commerce, Thanksgiving, etc.)

SUMMARY OF REFERENCES — GRADE VIII

1. Primary References

World Geography for Canadian Schools (1951 revised edition),
Denton and Lord.
The Commonwealth of Nations, McDougall.

2. Secondary References

British Institutions—History Through the Ages, Second Series,
Book IV (Oxford University Press). *Tate and Blount*
History, Second Series Book IV—Growth of British Demo-
cracy at Home and Overseas, Firth and Horsfall.
The World—A General Geography, Stamp and Kimble.
Canada, 1958, or current year: *The Official Handbook*
(Queen's Printer, Ottawa).
The British Commonwealth and Empire, Masfield.
Canada in the World Today, Rogers, Adams, Brown.
Australia and New Zealand, Irwin and Irwin.
Social Studies Grade VIII Study Guide.

3. Atlases

Classroom Atlas (Rand McNally).
Dent's Canadian School Atlas.
Modern Canadian Atlas of the World (Ryerson).
(Inexpensive paper bound atlas.)
Canadian Oxford School Atlas.

4. Periodicals

World Affairs (705 Yonge Street, Toronto 5, Ontario).
Junior Scholastic (351 Fourth Avenue, New York 10, N.Y.).

5. Language References

Words and Ideas, Book 2, Baker.
(Primary Reference.)
Pupil's Own Vocabulary Speller 3.
or
My Spelling Book VIII.
or
Quance Speller, Grade VIII.

6. Illustrative Material

Picture sets from U.K. Information Office (\$2 a year).
Pictorial Education.

7. Teacher's References

See Page 137 of this Curriculum Guide.

FILMS AND FILMSTRIPS

See the Film and Filmstrip Catalogs of the Audio-Visual Aids Branch, Department of Education. Extra copies of Part One (Classified List) of the Film Catalog and of the Filmstrip Catalog can be procured by having the Principal write to the Audio-Visual Aids Branch. In these Catalogs films and filmstrips are listed for **each unit** in the Social Studies Junior High School program. A section also lists films and filmstrips for Language.

UNIT OUTLINES FOR GRADE IX

CHAPTER XI

Canada in the Western World

UNIT I—HOW ENVIRONMENT AFFECTS LIVING

Point of View

The relationship between environment and living, some aspects of which have already been studied in Grades VII and VIII, is now to be considered from a wider viewpoint. The time has come to make a comparative study of the effects of various types of environment upon living. To this end, the unit outline directs the attention of pupils to the countries of the western world, while the section on general geographical knowledge carries the study and comparison into the world beyond our doors.

Pupils in Grade IX, being more mature than those in the two previous grades, will be better able to draw generalizations from the data which they gather and to assess the results in terms of standards of living. This desirable end cannot be accomplished if the geographical environment alone is studied. The social environment must be considered as it grows out of adjustments made to the natural environment and in turn leaves its mark on people. The overview of the unit, *Factors Influencing Settlement in Various Parts of the Western World*, will assist the pupils to be aware of and to look for relationships between the geographical and social environment.

It should be noted that as the study of the unit progresses the students should become acquainted with the different types of maps in use for geographical studies today, as well as with the advantages and disadvantages of each kind. Some types of maps which might very well be included are: the Mercator projection, the hemispheric, the azimuthal, the sinusoidal. Knowledge of climatic symbols and the contour map will also form a part of the work of this unit.

The introduction to this unit could very well take the form of a class discussion on the features of the local environment which have attracted settlers and which continue to attract newcomers. Such a discussion would lead right into the overview of the unit.

It should be noted that in the grid following the statement of "Specific Objectives" the numbers in column two refer to the numbered specific objectives. All these specific objectives should be kept constantly in mind during the study of the unit. The use of definite reference to certain specific objectives in each subsection provides direction as to a place where emphasis is needed on a particular objective.

REFERENCES

Primary References

Canada in the Western World, McDougall and Finn.
New World Geography, Denton and Lord.

Secondary References

The Official Handbook (*Canada, 1955*, or current year).
Discovering Geography: Industry, Stamp
Living in the Social World, Quinn and Repke

Atlases

Classroom Atlas
Canadian School Atlas
Modern Canadian Atlas of the World

NOTE CONCERNING REFERENCES

In the grid, page references are given for the two primary reference sources named above:

- I. *Canada in the Western World*; II. *New World Geography*.
 E.g. (I—67-86) (II—40-49)

Canada in the Western World offers a variety of activities pertinent to the work of the unit. As these activities have a wide range of difficulty, they are included in the "Suggested Activities" column of the grid under two headings, Group A and Group B. Those exercises placed in Group B have been chosen especially with a view to offering a challenge to the brighter pupils in the grade.

SPECIFIC OBJECTIVES

Understandings

The child should show that he has acquired the generalization that:

1. Standard of living is related to but not entirely dependent upon geographical factors.
2. Cultural development is influenced by the physical environment.
3. Favorable climate, natural resources, and geographical position are needed for the development of a highly industrialized culture.

Skills, Abilities, Habits

The child should show that he has acquired:

4. An increased skill in reading and using climatic and altitude symbols on maps.
5. The ability to take part in a discussion which requires him to use factors with which he is familiar.
6. The habit of listening to and reading critically news items concerning the economic life of different peoples.
7. Skill in delivering a report from short notes.

Attitudes

The child should show that he has acquired an attitude:

8. Of curiosity regarding the living standards of other peoples and the factors governing those standards.
9. Of intelligent interest in efforts to direct or control economic development.

Suggested Time—Ten weeks.

Language Integration

WORDS AND IDEAS, Book 3.

Chapter 12: Reference Materials and Techniques

" 1: Words and Human Relations

" 2: Words, Things and Ideas

" 3: Fact Language

" 4: Fiction Language

GRADE IX, UNIT I

CONTENT	SPECIFIC OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
<p>Overview: Factors Influencing Settlement in Various Parts of the Western World: (I-5-18)</p> <ol style="list-style-type: none"> Language Religion Government Agricultural opportunities Transportation and communication Opportunities for trade Type of culture Standard of living—influenced by: <ol style="list-style-type: none"> Density of population (II - 52, 53) Natural Resources (II—46-48) Trade (II—49) Interchange of ideas Surface and climate 	<p>1, 2</p> <p>5, 8</p>	<p>Group A Page 18—Test Your Understanding. Page 19—Map Exercise—1. Page 19—Something To Do—3, 5.</p> <p>Group B Page 19—Vocabulary. Page 19—Map Exercise—2. Page 19—Something To Do—1, 2.</p>	<p>Prepare an objective test consisting of multiple choice and true and false questions to review the material of the overview.</p>
<p>I. General Geography: Its Application to the Americas</p> <ol style="list-style-type: none"> Factors influencing climate <ol style="list-style-type: none"> Latitude (I—21) (II—16, 17) Air pressure and winds (I—22-24) (II—13, 14; 19-25) Precipitation (I—24) (II—16; 40, 41) Nearness to large bodies of water (I—24) (II—18) Ocean Currents (I—26) (II—35) Surface features and natural regions <ol style="list-style-type: none"> Tundra regions (I—27, 28) (II—456; 644, 645) Northern forest regions (I—28-32) (II—79-81; 457) 	<p>4, 5</p>	<p>Group A Page 56—Test Your Understanding, Vocabulary. Page 56—Something To Do—2, 4.</p> <p>Group B Page 56—Map Exercises—1, 2. Page 56—Something To Do—1, 3.</p>	<p>Have the pupils either as a group or individual project, apply the general geographical knowledge acquired here to one region of each type (see Content column to left, Section 2, (a) to (n) in the eastern hemisphere. Have them report the results of their investigation orally. (The number of pupils in the class will determine the size of the groups.)</p>

CONTENT

SPECIFIC
OBJECTIVES

SUGGESTED ACTIVITIES

SUGGESTED
EVALUATION
PROCEDURES

- (c) West coast marine climate lands (I—32-35) (II—176-190; 263; 323)
- (d) Mediterranean-type climates (I—35, 36) (II—438, 439)
- (e) Desert lands (I—38, 39) (II—272, 551)
- (f) Dry grasslands (I—39-41) (II—153, 328)
- (g) Humid continental climates (I—41-43) (II—117, 118)
- (h) Humid sub-tropical climates (I—43, 44) (II—296, 297)
- (i) The savannas (I—45) (II—340)
- (j) Tropical jungles (I—47-50) (II—335)
- (k) Mountain regions (I—50) (II—315)
- (l) Hill regions (I—51) (II—319)
- (m) Plateau regions (I—51-54) (II—191-197)
- (n) Plains (I—54, 55) (II—150-159)

7.

II. The Use of Natural and Human Resources Determines Standard of Living:

- 1. Application of this Principle to Latin America
- 2. Development of mineral resources (I—367-375)
- 3. Development of agricultural resources (I—387-396)
- 4. Development of human resources (I—351-364)
- 5. Development of electric power (I—371-373)
- 6. Development of transportation and communication (I—377-385)
- 7. Development of manufacturing (I—389-392)
- 8. Development of social legislation (I—395)
- 9. Development of trade (I—397-405)

1, 3
6, 8
9.

Group A

Page 364—Test Your Understanding.

Page 376—Test Your Understanding.

Page 365—3, 5.

Page 376—6.

Page 386—8, 9.

Page 398—4.

Group B

Page 365—Vocabulary, 2, 6.

Page 376—1, 2, 5.

Page 386—5, 8, 9.

Page 406—Test Your Understanding, 1 to 9.

Page 406—Something To Do—1 to 5.

Have the pupils write an essay in which they use the knowledge gained in this subproblem to compare Canada and the United States with Latin America with respect to each of the sub-headings in the content. (Information on Canada and the United States should come partly from background knowledge of the pupils, from current news as well as from other references. The essay will be better done if the writing is preceded by class discussion and class preparation of an outline.)

UNIT II—HOW INDUSTRIAL EXPANSION HAS LED TO LABOR AND BUSINESS ORGANIZATION

Point of View

While the pupils were studying Unit I of this course they learned that the natural environment gives to people living in some regions an advantage in the development of manufacturing industries. Canada possesses several such regions, one of which is our own province of Alberta. Although industrial growth here started fairly recently, every school child in the province is close enough to a factory—sugar refinery, vegetable or milk cannery, packing plant, oil refinery, flour or saw mill—as well as to a large retail or wholesale firm handling the produce of these factories to have some knowledge of working conditions and business management. Grade IX students are interested in both of these aspects of modern living because the time when they will affect their own lives even more directly is not far distant. To understand present day labor and business organization the pupil must examine local conditions and delve into their historical background.

Before investigating the past the pupils should, through class discussion, assess their own knowledge of conditions in local factories and what types of business firms operate in the community. It will appear that the eight-hour day, holidays with pay, and safety devices and campaigns in industry are familiar concepts. This is true, too, of the single proprietorship exemplified in the corner store, business corporations with limited liability, co-operative societies and credit unions. Preliminary class discussions will bring out these two facts about modern industrial life—the existence of common labor standards and the division of business organizations into a number of distinct types. The latter may now be shelved while the students examine modern working conditions and explore their history. The question now arises, “Who is responsible for regulations affecting labor?” The detailed study of the unit would begin with an examination of types of labor organization in Canada and the United States and the history of how these have come into existence.

It should be noted that in the grid following the statement of “Specific Objectives” the numbers in **column two** refer to the numbered specific objectives. All these specific objectives should be kept constantly in mind during the study of the unit. The use of definite reference to certain specific objectives in each subsection provides direction as to a place where emphasis is needed on a particular objective.

REFERENCES

Primary References

Canada in the Western World, McDougall and Finn.

Secondary References

Canada, 1958, or current year.

Building Our Life Together, Arnold and Banks.

Living in the Social World, Quinn and Repke.

NOTE CONCERNING REFERENCES

In the grid, page references are given for the primary reference source named above:

I. *Canada in the Western World*

E.g. (I—38-42)

In the column of "Suggested Activities" in the grid, a variety of activities from *Canada in the Western World* is included under two headings, Group A and Group B. Those exercises placed in Group B have been chosen especially with a view to offering a challenge to the brighter pupils in the grade.

SPECIFIC OBJECTIVES

Understandings

The child should show that he has acquired the generalization that:

1. Working conditions have been regulated because of the legitimate demands of the workers themselves.
2. Large-scale production is made possible by the investment of large amounts of capital commonly administered by corporations.
3. Governments provide social services and conduct businesses which private enterprise for a number of reasons does not undertake.
4. Management and labor are interdependent.

Skills, Abilities, Habits

The child should show that he has acquired:

5. The ability to prepare an outline and use it as the basis for writing an essay.
6. Skill in reading a body of material to find the answers to given questions.
7. The ability to make time lines and use these in making comparisons between different historical periods.
8. The habit of examining historical events in the light of developments in his own times.

Attitudes

The child should show that he has acquired:

9. An attitude of appreciation of the complexity of the problems which have arisen as a result of large scale industrialization.
10. An attitude of appreciation for social benefits obtained through the operation of democratic government.

Suggested Time—Five weeks.

Language Integration

WORDS AND IDEAS, Book 3.

Chapter 5: Sentence Efficiency

" 6: Sentence Parts and Patterns

GRADE IX, UNIT II

CONTENT

CONTENT	SPECIFIC OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
<p>Overview: (Preliminary discussion)</p> <ol style="list-style-type: none"> 1. Ways in which labor is regulated in local industries: Hours, wages, safety precautions, school leaving age, workmen's compensation, unemployment insurance, union activities. 2. Types of businesses found in the community: single proprietor, partnerships, corporations with limited liability, co-operative businesses (e.g. credit unions.) 		<p>Through a class discussion examine the working conditions and business organization on the local scene.</p> <p>List local firms with which your family deals and state the type of business organization of each.</p>	
<ol style="list-style-type: none"> 1. Organization and Regulation of Labor <ol style="list-style-type: none"> (a) Organization of labor in Canada and the United States (I—318-322) (b) Types of unions (c) National and international unions (c) Canadian unions: T.L.C., C.C.L., N.C.C.L. (d) History of labor movement 2. Government Regulation of Labor in Alberta <ol style="list-style-type: none"> (a) The Alberta Labor Act (I—324-327) (a) Wages (b) Hours of work (c) Union membership (d) Safety and welfare regulations (e) Compulsory education (f) Workmen's compensation 3. Other Social Legislation Affecting Workers: <ol style="list-style-type: none"> (a) The Dominion Government official handbook (<i>Canada, 1958 or Current Year</i>). (a) Unemployment insurance (b) Housing acts 	<p>1, 3</p> <p>6, 8</p>	<p>Group A Page 328—Vocabulary, Something To Do—5.</p> <p>Group B Page 328—Something To Do—3, 4, 7.</p> <p>Make a time line of social legislation studied in this sub-problem.</p>	<p>Have the pupils make an outline of the different types of labor unions, illustrating them from existing Canadian and American organizations.</p> <p>Have the pupils write a paragraph using the above outline as a basis.</p> <p>Prepare and give to the pupils a matching test on social legislation in Canada.</p>

GRADE IX, UNIT II

CONTENT	SPECIFIC OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
(c) Family allowances (d) Old age pensions 4. Local Measures Hospitalization and medical service schemes (municipal and provincial governments)	10		
II. Historical Background of Regulation of Working Conditions (1-309-318)			
1. Effect of industrial revolution and breakdown of guilds on workers (a) Low wages (b) Long hours (c) Poor food, clothing and housing (d) Child labor	1, 3	Group A Page 328—Something To Do—1, 2. Read carefully in a history or encyclopedia about any one of the Reformers listed in the content.	Through discussion lead the pupils to discover why social legislation in Canada was much later than that in Britain.
2. The Reformers (a) Robert Owen (b) Lord Shaftesbury (c) William Cobbett (d) Robert Peel	4, 5		Have the pupils write a paragraph about the work of any one of the reformers studied in this sub-problem.
3. The Reforms (a) Factory Acts (b) Mines Act (c) Abolition of Combination Acts and Corn Laws (d) Poor Law (e) Ten Hour Act (f) Housing Acts (g) National Health Act (h) Workmen's Compensation (i) Unemployment Insurance (j) Old Age Pensions	6, 7	Group B Page 328—Test your Understanding, Map Exercise.	Lead the pupils to discover through discussion why there is no "Labor Party" in Canada.

GRADE IX, UNIT II

CONTENT	SPECIFIC OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
4. The Labor Movement (a) Repeal of Combination Acts (b) Introduction of "collective action". (c) Foundation of Labor Party	8, 10		
III. History of Organization of Business (I—297-306) 1. Trading companies (a) Regulated corporation (b) Joint stock company 2. New needs arising out of Industrial Revolution (a) Large amounts of capital needed (b) Large profits meant large sums for investment (c) Risks meant need for protection 3. New types of organization (a) General partnership (b) Limited partnership (c) Corporations (d) Co-operative enterprises (e) Government enterprises (f) Cartels (g) Trust companies 4. Co-operative enterprises in Alberta (a) U.F.A. (b) U.G.G. (c) Wheat Pool	2, 3 4, 6 8, 9 10	Group A Page 307—Test Your Understanding, Vocabulary, Something To Do—5. Group B Page 307—Map Exercise, Something To Do—1, 4. Review your list and classification of local firms and add to it in the light of your increased knowledge.	Have the pupils write down one advantage and one disadvantage of each type of business. Prepare and give an objective type test about the kinds of business organization, their advantages and disadvantages.

UNIT III: HOW AMERICAN CULTURES WERE DEVELOPED THROUGH EUROPEAN SETTLEMENT

Point of View

To the average Grade IX student the adjective "American" refers to the United States of America. However, when the topic of this unit is introduced pupils will notice the use of the plural "cultures" and will readily see that the term American here refers to all peoples of the new world. In this sense our Canadian culture is also an American culture.

The student is aware of our Canadian way of life both from experience and from units of study in the Grade VII and VIII program. Unit VI of the latter course helped pupils to see how our culture has been influenced by that of the United States and, to some extent, where our individuality has been maintained. In Unit III of the same year's work the founding of the American colonies and their subsequent loss to the British Empire received attention. Unit I, Grade IX, gave the pupils an opportunity to explore the geography and economic life of several regions in the Americas. Beyond this the children's knowledge of the United States is fragmentary as they have gained it from casual reading and brief visits. Of the Latin American countries they have even less awareness because of the almost total lack of contact. In this unit attention is focused on the history of the settlement of the United States and their Latin American neighbors. Although Latin America has received the major share of attention in the quiz contained in the overview, any extra weight of emphasis throughout the unit should be placed on the United States because of its proximity to and close relations with Canada.

In order to introduce this unit the teacher may prepare a short-answer quiz to bring out the pupils' own background of knowledge. Exploration and early settlement by the Spanish and Portuguese, the presence of highly civilized native tribes in some regions (Mayas, Incas), the change from colonial to independent status, would form the subject matter of the quiz.

This unit is suited to the preparation of reports by groups of students. However, care must be taken that the study is complete. A good plan would be for the teacher to place on the blackboard an outline of the unit showing the problem and sub-problems properly related to each other. This outline may be built by the teacher and student together, depending upon the ability of the class. The next step would be for the class to decide, under the guidance of the teacher, those parts of the unit to be studied by student investigation. The appointment or choice of leaders and group members could then be attended to, followed by the selection of a specific area of subject matter for each group to study. Those areas not chosen for group study would be taught by the teacher, who would constantly relate his own contribution and the material presented by the groups to the problem of the unit.

It should be noted that in the grid following the statement of "Specific Objectives" the numbers in **column two** refer to the num-

bered specific objectives. All these specific objectives should be kept constantly in mind during the study of the unit. The use of definite reference to certain specific objectives in each subsection provides direction as to a place where emphasis is needed on a particular objective.

REFERENCES

Primary References

Canada in the Western World, McDougall and Finn.
New World Geography, Denton and Lord.

Secondary References

Canada: 1958 or Current Year.
This is America's Story, Wilder, Ludlum and Brown.
Our Latin American Neighbors, Brown, Bailey and Haring.
Across the Ages, Capen

NOTE CONCERNING REFERENCES

In the grid, page references are given for the two primary reference sources named above:

I. *Canada in the Western World*; II. *New World Geography*
 E.g. (I—56-60) (II—43-45).

In the column of "Suggested Activities" in the grid, a variety of activities from *Canada in the Western World* is included under two headings, Group A and Group B. Those exercises placed in Group B have been chosen especially with a view to offering a challenge to the brighter pupils in the grade.

SPECIFIC OBJECTIVES

Understandings

The child should show that he has acquired the generalization that:

1. Early settlement determined the type of culture developed in different parts of the Americas.
2. Differences in language, customs, and economic development tended to keep Latin America apart from United States and Canada during the pioneer period.
3. As certain American countries have become highly industrialized, trade among countries of the new world has increased.

Skills, Abilities, Habits

The child should show that he has acquired:

4. The ability to carry on his studies through group methods with an increasing degree of independence.
5. Skill in determining cause and effect in the cultural development of the American countries.

6. The habit of regarding himself along with other peoples of the western hemisphere as American.

Attitudes

The child should show that he has acquired an attitude:

7. Of appreciation of the common problems and interests of American peoples.
8. Of appreciation of the advantages of closer unity among American peoples.
9. Of interest in the history of the United States and Latin America.

Suggested Time—Ten Weeks.

Language Integration

WORDS AND IDEAS, Book 3.

Chapter 7: Developing Ideas: The Paragraph.

GRADE IX, UNIT III

CONTENT	SPECIFIC OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
<p>Overview: Introductory Quiz</p> <ol style="list-style-type: none"> 1. Use of term "Latin America" 2. Some Latin American countries; their capitals and location in climatic zones. 3. Early exploration and settlement <ol style="list-style-type: none"> (a) Spanish and Portuguese in Latin America (b) British and other colonies 4. Native inhabitants encountered 5. Countries held as colonies today 6. Countries which gained independence through revolution 		<ol style="list-style-type: none"> 1. Prepare outline of unit 2. Select areas to be studied through group reports 3. Choose leaders and organize groups 4. Prepare reports 5. Deliver reports in the order in which they appear in the outline for the unit 	<p>Prepare and give to the children a quiz to collect the facts they already know about the Americas.</p>
<p>I. Movements of Peoples to and Within the Americas</p> <ol style="list-style-type: none"> 1. The Caribbean Region (by the Spaniards) (I-82-94) <ol style="list-style-type: none"> (a) Cuba and Hispaniola—Columbus 1492 (b) Panama—Pizarro and Balboa 1513 (c) Mexico—Cortez, 1519-1525 (Northern and southern Mexico—Alvarado, Coronado, 1523, 1540) (d) Florida and other areas adjacent to Mexico; e.g., California, 1512 and later 2. South America <ol style="list-style-type: none"> (a) Spanish penetration and settlement (I-106-108) <ol style="list-style-type: none"> (1) Peru—Pizarro, 1531 3. The United States (colonial period) (I-167-180) 	<p>1, 2</p> <p>4, 5</p> <p>9</p>	<p>Group B Page 182—4, 9 Page 256—Test Your Understanding Page 257—Something To Do—2 Page 281—Test Your Understanding Page 102—Map Exercises—1, 2 Page 137—8</p>	<p>On an outline map of the Caribbean region and South America have the children place the names of countries and of the founders of original settlements.</p>

GRADE IX, UNIT III

CONTENT

SPECIFIC OBJEC- TIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
<p>(a) From Britain to Virginia, Maryland, the Carolinas, Georgia</p> <p>(b) Pilgrims to New England</p> <p>(c) Puritans to New England</p> <p>(d) Dutch to New Amsterdam</p> <p>(e) Swedes to New Sweden</p> <p>(f) Spanish to Louisiana (I-94)</p>		
<p>4. The United States (internal movements) (I-241-253)</p> <p>(a) Before 1800</p> <p>(1) "Long hunters" and backwoodsmen through the Cumberland Gap (Daniel Boone)</p>		<p>Make a list of movements of people to and within the U.S. Have the children arrange these in chronological order.</p>
<p>(2) Across the Ohio River into the old Northwest (Ordinance of 1787)</p> <p>(b) After 1800</p> <p>(1) Southerners into Florida</p> <p>(2) With Austin to Texas</p> <p>(3) By the Oregon Trail to fertile land</p> <p>(4) For trade, settlement and gold to California</p> <p>(5) To settle the western prairies (Homestead Act, 1862; railway building, 1860's)</p>	<p>1, 2</p> <p>4, 5</p> <p>9</p>	
<p>5. The United States (immigration) (I-271-280)</p> <p>(a) From Ireland (1820-1850)</p> <p>(b) From Germany (1850-1890)</p> <p>(c) From Scandinavia (1880's)</p> <p>(d) From southern and eastern Europe (1890-1920)</p> <p>(e) From China (1860's, 1885-1920)</p> <p>(f) From Japan (1900-1924)</p> <p>(g) From Africa (1700-1808) (I-259)</p>	<p>Group A</p> <p>Page 181—Test Your Understanding</p> <p>Page 182—10</p> <p>Page 257—Map Exercise 1</p> <p>Page 281—Something To Do—1</p> <p>Page 101—Test Your Understanding</p> <p>Page 102—A Matching Test</p> <p>Page 137—Something To Do—3</p>	<p>Prepare and give to the class a multiple choice test on the immigrants, their reasons for coming to the United States and their place in American life.</p>

GRADE IX, UNIT III

CONTENT	SPECIFIC OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
<p>(2) Chile—Valdivia, 1540 (3) Colombia—Queseda, 1536 (4) Argentine (the Plata)—Mendoza, 1534 (b) Portuguese penetration and settlement (I—122, 123) Brazil—Cabral, 1500; Sousa, 1532</p>			<p>Direct the class to write a paragraph comparing U.S. and Latin American settlement under the following headings:</p> <p>(a) Reasons for settlement (b) Life of settlers</p>
<p>II. How Settlers in America Developed Distinctive Cultures (I—96-101; 132-135; 272-280)</p> <p>1. Economic life and customs</p> <p>(a) As affected by geography: occupations, shelter, clothing, food (II—226, 227; 248-252; 254-262; 288; 313; 333)</p> <p>(b) As affected by existing native cultures; crops, food, beverages, skills, fine arts (II—320; 333)</p> <p>(c) As affected by the culture brought from the homelands: language, religion, recreation, ways of working (I—5, 6)</p> <p>2. Struggle for Independence (I—188-195; 197-204; 208-212)</p> <p>(a) Reasons and opportunity for revolt (b) Leadership available (c) The United States makes the first break</p>	<p>1, 2</p> <p>4, 5</p> <p>9</p>	<p>Group A Page 137—5 Page 281—Map exercise—1 (Make this a pictorial map by drawing objects and/or symbols to represent some contribution to American life made by each group)</p> <p>Group B Page 136—Something To Do—1 Page 281—Map Exercise—2 Page 282—3 (Write a review of the book you read, showing that you appreciate the contribution of these immigrants to American life)</p>	<p>Prepare and give to the class a multiple choice test on the group reports prepared and delivered during the study of the unit.</p>

GRADE IX, UNIT III

CONTENT	SPECIFIC OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
<p>III. Modern Conditions and Problems</p> <ol style="list-style-type: none"> 1. Arising out of government Unstable governments in the Latin Americas since the gaining of independence (I—205; 211) 2. Arising out of industrialization (raw materials, markets, labor) (I—294, 295; 387-394) 3. Arising out of relations within the Western Hemisphere <ol style="list-style-type: none"> (a) Increase in trade (I—431, 432; 444) (b) The Pan-American Union (I—450-452) (c) American-Canadian joint defence plans (1940) (I—433, 434) 4. Arising out of relations with the world beyond the Western Hemisphere (I—449; 453; 460) <ol style="list-style-type: none"> (a) Canada and the Commonwealth (I—449) (b) The Americas and the United Nations (I—453) (c) The Americas and Nato (I—460) 	<p>1, 2</p> <p>3, 4</p> <p>7, 8</p>	<p>Group A</p> <p>Page 206—Something To Do—3</p> <p>Page 446—Something To Do—5</p> <p>Page 296—5</p> <p>Page 398—3</p> <p>Group B</p> <p>Page 206—4</p> <p>Page 446—4</p> <p>Page 463—Test Your Understanding—1, 2, 3, 4</p>	<p>Have the children place on a chart containing the names of Canada, U.S., Mexico, Brazil, Argentine and Chile the names of the chief products which make up the export and import trade of each of these countries.</p> <p>Help the class to write a joint essay: Modern Problems of the Americas.</p>

UNIT IV: HOW INDUSTRY IS AFFECTING HOME AND COMMUNITY LIVING

Point of View

The study of geography, economics, and history in this program places emphasis on Canada in relation to the rest of the world. From this broad outlook, the attention of the student should now be focused on his local community where influences of the modern industrial world affect his every day living. Man's production, made possible by mechanization, has brought into the immediate physical environment artifacts which have greatly modified social living.

Many of our modern day problems stem from man's inability to keep social progress abreast with material development. The child studying this unit will examine objectively the effects of this material development on family and community. A serious assessment of family life with its ties, of the function of the home and its place in the community is basic to good citizenship.

Since the unit deals with the immediate environment and the familiar aspects of group living, urban or rural, procedure will be based largely upon class discussion. In the opening discussion the pupils might compare their activities on an ordinary day with those of children in pioneer times. Individual and group reports could be well directed to topics such as "Home Planning," "Furnishing a House", and "Electrification Affects Rural Living."

It should be noted that in the grid following the statement of "Specific Objectives" the numbers in **column two** refer to the numbered specific objectives. All these specific objectives should be kept constantly in mind during the study of the unit. The use of definite reference to certain specific objectives in each subsection provides direction as to a place where emphasis is needed on a particular objective.

REFERENCES

Primary Reference

Canada in the Western World, McDougall and Finn.

Secondary References

The Official Handbook (*Canada, 1955*, or current year)
Living in Our Communities, Krug, Quillen and Simpson.
Building Our Life Together, Arnold and Banks.
Living in the Social World, Quinn and Repke.
Across the Ages, Capen.

NOTE CONCERNING REFERENCES

In the grid, page references are given for the primary reference source named above:

- I. *Canada in the Western World*
E.g. (I—95-116)
- II. *Living in Our Communities*.

In the column of "Suggested Activities" in the grid, a variety of activities from *Canada in the Western World* is included under

two headings, Group A and Group B. Those exercises placed in Group B have been chosen especially with a view to offering a challenge to the brighter pupils in the grade.

SPECIFIC OBJECTIVES

Understandings

The child should show that he has acquired the generalization that:

1. Modern industrialism has created many problems in both the family and community.
2. Each individual must accept his responsibilities in family living.
3. Because of the tremendous increase in labor-saving devices in the home and community all members of the family have an increased amount of leisure.
4. The local government provides many social services.

Skills, Abilities, Habits

The child should show that he has acquired:

5. Good habits in regard to the use of his leisure time.
6. The ability to contribute effectively to the discussion with material drawn from his own experience.

Attitudes

The child should show that he has acquired:

7. An appreciation of the value of a happy well-balanced home environment.
8. An appreciation of the services rendered by a modern community.
9. A willingness to criticize constructively his own contributions to family life.

Suggested Time—Two weeks.

Language Integration

WORDS AND IDEAS, Book 3.

Chapter 8: Developing Ideas: Longer Thought Units

GRADE IX, UNIT IV

CONTENT

I. The Family (I-329, 330)

1. Function in present day as compared with pioneer times
2. Family circle
 - (a) Role of father, mother and children
 - (b) Responsibilities of individual members (co-operative unit or team)
3. Health, education, recreation of each family member (II-63-94, 141-175, 182-204)

II. The Home (I-330-333)

1. Physical aspects—planning, building materials, plumbing, heating, air conditioning, furnishings, landscaping, surroundings (II-217-219, 230-233)
2. Effect of labor saving devices—washing machines, refrigerators, telephones
3. Housing problems—social legislation, slum clearance (II-78-83, 322-331)
4. Urban and rural living

III. The Community (I-333-337)

1. Definition (II-13)
2. Community problems in early days as compared with present day (II-37-38, 104-134, 140-175, 186-188, 285-296)

SPECIFIC OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
1, 2	Group A Page 346—4	Have the pupils prepare summaries (side by side) showing similarities and differences of family living in pioneer days and at the present time.
3, 5 7, 9	Group B Page 345—Test Your Understanding Page 346—7	
2, 8	Group A Write a paragraph about the difference between your home and the homes your parents grew up in. Group B Write a letter to a friend living in the city (or in the country if you live in the city) to find out the difference between rural and urban living.	Have the students classify a list of new materials under the general headings: wood, metallic and plastic or synthetic.
	Group A Page 345—Map Exercise; Something To Do—1	

GRADE IX, UNIT IV

CONTENT	SPECIFIC OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
<p>3. Community living—interdependence of people within a community. Types of services rendered (professional, recreational, etc.) (II—8-14, 17-24, 282-287, 300-302)</p> <p>4. Effects of industrialism on community living</p> <p>(a) Shift from rural to urban (II—186-195, 247-273, 312-322)</p> <p>(b) Community planning (II—217-219, 230-233, 244-245, 247-273, 322-331)</p> <p>(c) Safety training (II—118-119)</p> <p>5. Present day social and special services</p> <p>(a) Sanitation—sewage and garbage, health inspectors (II—34-36, 63-86)</p> <p>(b) Care of the sick—hospitals, sanatoriums, blood banks (II—86-94)</p> <p>(c) Interest in community welfare — service clubs, Y.M.C.A., Y.W.C.A. (II—115-118, 121-124, 188-192)</p>	<p>4</p> <p>5</p> <p>8</p>	<p>Group B Page 346—5</p>	<p>Have the pupils write a paragraph on the topic "Interdependence in a Community."</p>

UNIT V: HOW WE CARRY ON DEMOCRATIC GOVERNMENT IN CANADA

Point of View

When a unit of study at the junior high school level is focused upon government the problem lies in removing it from the abstract to the realm of reality. In Grade VII when local government was studied this purpose was accomplished through analogy, likening the local administration to a baseball team. Again, in Grade VIII a study of the development of democratic institutions in Britain revolved about a core of dramatic incidents. This unit of the Grade IX program is designed to acquaint the pupil with the provincial and federal aspects of government and to link these with both the local and the British scene. It is advisable to approach this study through our immediate contacts with both governments.

The introduction of this unit would be made by means of class discussions. A leading question would be "In our everyday lives how are we aware of the operation of government?" As the examples are given they may be listed under three headings: federal, provincial, and local. Here are a number of examples which are sure to be cited. When you post a letter you use a service of the federal government. Traffic regulations are the work of the local administration. When you buy gasoline or an automobile license you pay money into the provincial treasury. On returning from a holiday in the United States you visit a Dominion Government Customs Office. National Parks where we spend a holiday are maintained by the same government. On the other hand public works such as road building would appear in all three columns as would the administration of justice. This discussion would probably occupy two class periods.

We may now focus our attention upon our contacts with the federal and provincial governments with the object of formulating the questions which we expect to be able to answer during the course of our study of the unit. How are the powers divided between these two governments? What is the machinery of government in each case? What is the course of a bill in its passage through parliament? The grid which follows is so arranged as to assist pupils to investigate these and other problems to their satisfaction.

It should be noted that in the grid following the statement of "Specific Objectives" the numbers in column two refer to the numbered specific objectives. All these specific objectives should be kept constantly in mind during the study of the unit. The use of definite reference to certain specific objectives in each subsection provides direction as to a place where emphasis is needed on a particular objective.

REFERENCES

Primary Reference

Canada in the Western World, McDougall and Finn.

Secondary Reference

The Official Handbook *Canada 1958 or Current Year*.
Our Provincial Government

Teacher Reference

Canadian Democracy in Action, Brown.

NOTE CONCERNING REFERENCES

In the grid, page references are given for the primary reference source named above:

I. *Canada in the Western World*

E.g. (I—99-105)

In the column of "Suggested Activities" in the grid, a variety of activities from *Canada in the Western World* is included under two headings, Group A and Group B. Those exercises placed in Group B have been chosen especially with a view to offering a challenge to the brighter pupils in the grade.

SPECIFIC OBJECTIVES

Understandings

The child should show that he has acquired the generalization that:

1. A division of powers between the federal and provincial governments makes greater efficiency possible.
2. The complexities of modern living have greatly increased the work of government.
3. An essential feature of democratic government is its ability to change to meet new situations.
4. Over a period of time the government in a democratic country cannot over-ride the wishes of the majority of the people.

Skills, Abilities, Habits

The child should show that he has acquired:

5. The ability to take part in a meeting conducted according to parliamentary procedure.
6. The habit of keeping laws formulated through the democratic process of government.

Attitudes

The child should show that he has acquired an attitude:

7. Of respect for the laws that are formulated by our democratic government.
8. Of faith in the principles of democratic government.

Suggested Time—Seven weeks.

Language Integration

WORDS AND IDEAS, Book 3.

Chapter 10: Business Meetings
" 11: Business by Mail

GRADE IX, UNIT V

CONTENT

- I. 1. **The Machinery of Government (I—223-226)**
 - (a) British—Queen, Prime Minister, Cabinet, two Houses of Parliament, Departments
 - (b) Canada—Queen, Governor-General, Prime Minister, Cabinet, two Houses of Parliament, Departments, Administrative Boards
 - (c) Province—Lieutenant-Governor, Premier, Cabinet, Legislative Assembly, Departments, Administrative Boards
2. **Division of Powers by B.N.A. Act (I—226)**
 - (a) Federal Powers:
 - (1) Power to make laws for the peace, order and good government of Canada in relation to all matters not assigned exclusively to the provinces
 - (2) Unlimited powers of taxation
 - (b) Provincial Powers:
 - (1) Education
 - (2) Administration of justice
 - (3) Municipal institutions
 - (4) Establishment and maintenance of prisons and hospitals
 - (5) Administration of public lands
 - (6) Regulation of labor
 - (7) Direct taxation to raise revenue for provincial purposes

SPECIFIC OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
1, 2	<p>Group A Page 235—Test Your Understanding—1 Page 236—7</p> <p>Prepare a chart showing the machinery of government—Britain, Canada, and the provinces. Use parallel columns so that likenesses and differences may be noted at a glance.</p>	
3	<p>From your reference book list the powers of federal and provincial governments. Learn the lists.</p>	
3, 4		
5, 8	<p>Group B Page 236—2, 6</p> <p>Investigate the history of unemployment insurance in Canada. Write an essay on this topic. Give reasons for the delay in this legislation and why a federal act was needed.</p>	<p>Have the pupils support the first specific objective of this unit in regard to one federal and one provincial power.</p>

GRADE IX, UNIT V

CONTENT	SPECIFIC OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
<p>(c) Legislation required to change division of powers (E.g. For enactment of unemployment insurance by Federal Government)</p> <p>3. The Passage of a Bill Through Parliament (I—230, 231)</p> <p>(a) Federal</p> <p>(b) Provincial</p>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>	<p>Group A</p> <p>Examine rules for Parliamentary procedure. Conduct a parliamentary debate on the topic "Resolved: That there should be federal aid for education."</p>	<p>Prepare a paragraph on the passage of a bill so that the pupils are required to arrange the sentences in the right order.</p>
<p>II. 1. Local Representation in Federal and Provincial Governments (I—231-233)</p> <p>(a) Representation by population</p> <p>(b) Electoral districts</p> <p>(c) Redistribution of seats</p>	<p>4, 5</p>	<p>Group A</p> <p>Page 235—4</p> <p>Find and learn the names of your local representatives in the federal and provincial governments.</p>	<p>Prepare the class to conduct a parliamentary debate on the subject "The Federal Government should give greater aid to education".</p>
<p>2. Sources of Revenue (I—226-229)</p> <p>(a) Federal (direct and indirect taxes)</p> <p>(1) Income tax</p> <p>(2) Corporation tax</p> <p>(3) Inheritance tax</p> <p>(4) Customs taxes</p> <p>(5) Excise taxes</p> <p>(b) Provincial (direct taxes)</p> <p>(1) Federal grants</p> <p>(2) Automobile licenses</p> <p>(3) Gasoline tax</p> <p>(4) Amusement tax</p> <p>(5) Revenue from public lands</p>	<p>7, 8</p> <p>2, 4</p> <p>7, 8</p>	<p>Group B</p> <p>Page 235—2</p> <p>Make a circle graph showing the percentage of revenue which comes from each source.</p>	<p>Prepare and give a matching test on the work of the departments.</p>
<p>3. Business Arising out of Government—the Work of the Executive (I—225)</p> <p>(a) Prime Minister (or Premier) and cabinet</p> <p>(b) Departments—Civil Service</p>	<p>2, 3</p>	<p>On a chart list the departments of the federal or provincial government with a few words on the work of each.</p>	<p>Prepare and give a matching test on the work of the departments.</p>

GRADE IX, UNIT V

CONTENT

- (c) Administrative Boards
- (d) The Judiciary
- (e) Royal Commissions

III. Canada Becomes a Nation (I—217-223)

1. Military government
2. Crown colony
3. Quebec Act
4. Constitutional Act
5. Durham Report
6. Act of Union
7. Responsible Government
8. Confederation
9. Statute of Westminster
10. Canada amends her constitution

SUGGESTED EVALUATION PROCEDURES

SUGGESTED ACTIVITIES

SPECIFIC OBJEC- TIVES

4, 5
6, 7
8

Group A

Page 235—Test Your
Understanding—3,
Vocabulary

1, 2

3, 4

5, 8

Group B

Page 235—Map Exercises — 1, 2,
3, 4.

Make a time line of the events in
this sub-problem.

Prepare and administer
a test where each ques-
tion requires to be an-
swered in one complete
sentence, so that pupils
will test their knowledge
of the sequence of events
in this section.

UNIT VI: HOW OUR HOMES AND COMMUNITIES PROVIDE FOR MAN'S CULTURAL NEEDS

Point of View

The pupil in studying Problem IV related the affected changes in our social living to the influences of modern industry. Emphasis was directed to the ways in which our homes and communities are meeting our physical and material needs. This unit proposes to make some differentiations between what may be termed "just" living or existing and "full or complete" living. It is intended to show that the art of true living exceeds the limits which satisfy the physical and material comforts of man. Avenues for self-expression must be provided through cultural enlightenment.

The unit may be introduced by the teacher presenting to the class a fine musical selection on the phonograph in order to stimulate a discussion on what we mean by the terms "beautiful" or "good". Another possible introduction would be a discussion on a beautiful scene or a masterpiece of art. From here the discussion could be expanded to include other fine arts such as literature and drama. Leading questions would now be, "Can man live by bread alone?" "What constitutes a full life?"

As the subject lies fully within the realm of meaningful experience of the student, emphasis on class discussion would be a logical development. Group activities and committee investigations should follow the suggested outlines.

It should be noted that in the grid following the statement of "Specific Objectives" the numbers in column two refer to the numbered specific objectives. All these specific objectives should be kept constantly in mind during the study of the unit. The use of definite reference to certain specific objectives in each subsection provides direction as to a place where emphasis is needed on a particular objective.

REFERENCES

Primary Reference

Canada in the Western World, McDougall and Finn.

Secondary Reference

The Official Handbook (*Canada*, 1958, or current year).

NOTE CONCERNING REFERENCES

In the grid, page references are given for the primary reference source named above:

I. *Canada in the Western World*

E.g. (I—112-120)

In the column of "Suggested Activities" in the grid, a variety of activities from *Canada in the Western World* is included under two headings, Group A and Group B. Those exercises placed in Group B have been chosen especially with a view to offering a challenge to the brighter pupils in the grade.

Understandings

The child should show that he has acquired the generalization that:

1. Learning is a never-ending process.
2. Social institutions such as the home, the school, and the church contribute to the development of the whole being.
3. The home and the community share the responsibility of satisfying man's cultural needs.
4. Man's need for religious expression must be satisfied.
5. The quality of man's culture is the measure of his civilization.

Skills, Abilities, Habits

The child should show that he has acquired:

6. The skill to think clearly and independently in terms of aesthetic values.
7. The ability to use one or more of the recognized forms of artistic expression.

Attitudes

The child should show that he has acquired an attitude:

8. Of increasing tolerance towards religious and cultural differences.
9. Of greater general interest and curiosity in the fine arts of gracious living.
10. Of sincere appreciation for his cultural heritage.

Suggested Time—Two weeks.

Language Integration

WORDS AND IDEAS, Book 3.

Chapter 9: Kinds of Speaking and Writing

GRADE IX, UNIT VI CONTENT	SPECIFIC OBJEC- TIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
<p>Overview</p> <p>What are man's cultural needs?</p> <ol style="list-style-type: none"> 1. Appreciation of the beautiful and good 2. Need for self expression. 	<p>1, 2 6, 7 9</p>		<p>Observe the extent to which each pupil participates in class discussion.</p>
<p>I. How the Home Begins to Provide Opportunities for and Direction to Cultural Appreciation and Expression (I—337, 338)</p> <ol style="list-style-type: none"> 1. Home environment created by parental influence. 2. Media—radio, musical instruments, books, magazines, and handicraft hobbies. 3. Provision by parents of money for lessons outside the home. 4. Encouragement in the home to make use of cultural facilities in the community. 	<p>2, 3 5, 7 9</p>	<p>Group A List under appropriate headings all the different types of programs which can be heard over a local radio station on a particular day.</p> <p>Group B Examine a magazine which your family buys regularly. List and comment upon those items which help to fulfil your cultural needs.</p>	
<p>II. How the Community Expands the Opportunities for Cultural Development (I—338-344)</p> <ol style="list-style-type: none"> 1. The school through music, art, literature, drama, and industrial arts; the preparation and presentation of concerts, plays and programs; school fairs. 2. Other community agencies — church choirs, Young People's, Boy Scouts, Girl Guides, provincial musical festivals, museums. 	<p>2, 3 5, 6 9, 10</p>	<p>Group A List under the headings given in Sub-problem II, Item 1, the opportunities provided by your school for cultural advancement.</p> <p>Group B Page 346—6.</p>	<p>Ask the pupils to write a paragraph to describe an interesting visit to an art gallery or museum.</p>

GRADE IX, UNIT VI

CONTENT

III. How Pleasure and Happiness are Expressed Through Things Beautiful (I—341-344)

1. Art:

- (a) Design and color in the home, clothing and furnishings
- (b) Functional art in modern industry
- (c) Formal art in the community—galleries, museums
- (d) Canadian artists

2. Music:

- (a) Types of music
- (b) Folk songs and dances
- (c) Radio, recordings, movies, television
- (d) Vocal and instrumental music in one's daily life

3. Drama:

- (a) Purpose of the play
- (b) Amateur and professional actors
- (c) The theater
- (d) Drama festivals
- (e) Motion pictures
- (f) Radio and television drama

4. Literature:

- (a) Relation to the development of the theater
- (b) Books, magazines, newspapers
- (c) Libraries

GRADE IX, UNIT VI CONTENT	SPECIFIC OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
<p>III. How Pleasure and Happiness are Expressed Through Things Beautiful (I—341-344)</p> <p>1. Art:</p> <ul style="list-style-type: none"> (a) Design and color in the home, clothing and furnishings (b) Functional art in modern industry (c) Formal art in the community—galleries, museums (d) Canadian artists <p>2. Music:</p> <ul style="list-style-type: none"> (a) Types of music (b) Folk songs and dances (c) Radio, recordings, movies, television (d) Vocal and instrumental music in one's daily life <p>3. Drama:</p> <ul style="list-style-type: none"> (a) Purpose of the play (b) Amateur and professional actors (c) The theater (d) Drama festivals (e) Motion pictures (f) Radio and television drama <p>4. Literature:</p> <ul style="list-style-type: none"> (a) Relation to the development of the theater (b) Books, magazines, newspapers (c) Libraries 	<p>1, 7</p> <p>9, 10</p>	<p>Group A</p> <p>Investigate and report on up-to-date home decorating and furnishings.</p> <p>Model or draw a home in a pleasing landscape.</p> <p>Report on a movie which is outstanding in musical or dramatic entertainment.</p> <p>Group B</p> <p>Discuss and classify the various types of music.</p> <p>Represent pictorially various types of architecture in present-day business plants and building structures.</p>	

GRADE IX, UNIT VI

CONTENT

IV. How Faith and Purpose are Expressed Through Religious Practices (1—344, 345)

1. Man's need for religious expression
2. Purpose and function of the church
3. Role of the home in regard to religion
4. Role of the community in regard to religion
5. Necessity for religious toleration in a democratic community

SPECIFIC OBJECTIVES

2, 3

4, 5

8, 10

SUGGESTED ACTIVITIES

Group A
Page 346—2.

Make a report on the ideals and rules of conduct of a church organization to which you belong.

Group B
Page 346—3.

On an outline map of the world indicate major regions dominated by a particular religion.

SUGGESTED EVALUATION PROCEDURES

Collect the notebooks of the pupils and evaluate them for interest and usefulness.

SUMMARY OF REFERENCES—GRADE NINE

1. Primary References

Canada in the Western World, McDougall and Finn.
New World Geography, Denton and Lord.

2. Secondary References

The Official Handbook (*Canada, 1958*, or current year. Order direct from Queen's Printer, Ottawa).

Living in Our Communities, Krug, Quillen and Simpson.

Building Our Life Together, Arnold and Banks.

Living in the Social World, Quinn and Repke.

Across the Ages, Capen.

This is America's Story, Wilder, Ludlum and Brown.

Our Latin American Neighbors, Brown, Bailey and Haring.

Discovering Geography: Industry, Stamp.

3. Atlases

Classroom Atlas (Rand McNally)

Dent's Canadian School Atlas.

Modern Canadian Atlas of the World (Ryerson).
(Inexpensive paper bound atlas.)

Canadian Oxford School Atlas.

4. Periodicals

World Affairs (705 Yonge Street, Toronto 5, Ontario).

Junior Scholastic (351 Fourth Avenue, New York 10, N.Y.)

5. Language Reference

Words and Ideas, Book 3, Baker.

6. Teachers' References

See Page 137 of this Curriculum Guide.

FILMS AND FILMSTRIPS

See the Film and Filmstrip Catalogs of the Audio-Visual Aids Branch, Department of Education. Extra copies of Part One (Classified List) of the Film Catalog and of the Filmstrip Catalog can be procured by having the Principal write to the Audio-Visual Aids Branch. In these Catalogs films and filmstrips are listed for **each unit** in the Social Studies Junior High School program. A section also lists films and filmstrips for Language.

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